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ABSTRACT

This career planning handbook is designed to help high school students to set goals and plan their lives. Its 11 sections cover the following: personal data, personality type, skills, discovering values, the world of work, goal setting, life plans, preparing for college, basic necessities, meeting college costs, and job prospects. Each section contains information and self-check quizzes and worksheets to help readers determine their characteristics and values and to investigate options for their educational and work lives. Samples of job applications, cover letters, college applications, and letters of recommendation are included. Occupational clusters are briefly discussed. The guide contains 43 references. (KC)

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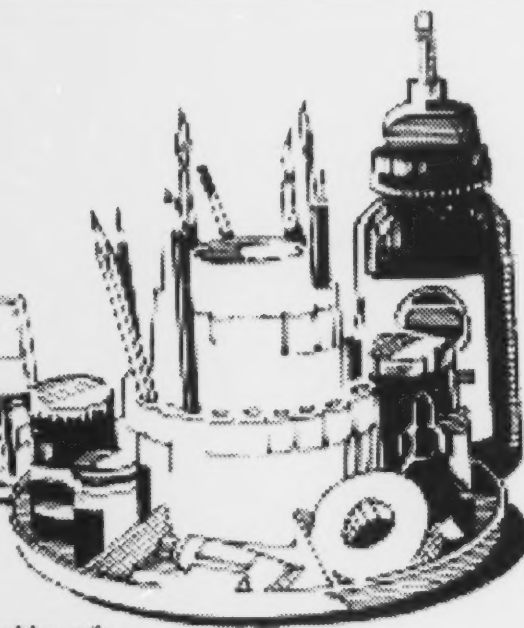
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From High School to Career



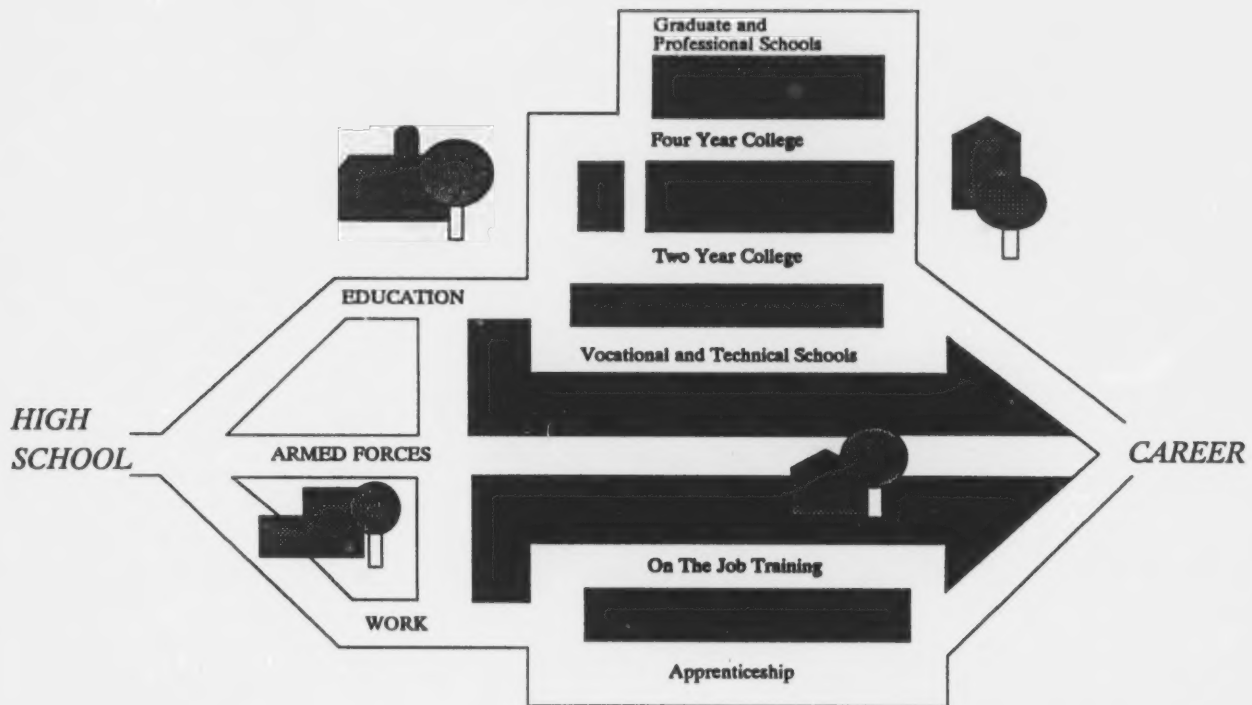
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DESIGN YOUR OWN LIFE

FROM HIGH SCHOOL TO CAREER



Alice M. Ruud
Author

FIRST EDITION

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CONTENTS

INTRODUCTION	1
HANDBOOK GUARANTEE	2
I. VITAL STATISTICS	3-12
II. WHAT IS YOUR PERSONALITY TYPE?	13-20
III. WHAT ARE YOUR SKILLS	21-33
IV. DISCOVERING YOUR VALUES	34-38
V. THE WORLD OF WORK	39-48
VI. GOAL SETTING	49-63
VII. LIFEPLAN	64-82
VIII. PREPARING FOR COLLEGE	83-101
IX. BASIC NECESSITIES	102-121
X. MEETING COLLEGE COSTS	122-125
XI. JOB PROSPECTS	126-128
BIBLIOGRAPHY	

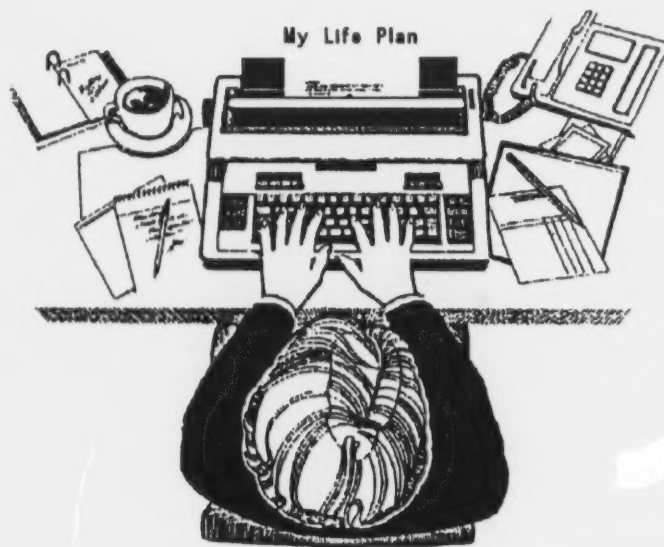
DESIGN YOUR OWN LIFE

FROM HIGH SCHOOL TO CAREER

This is a career planning handbook. Write in it. Set goals. Make plans for your life. Map a course. Without a map there is no way of knowing if you are on the right road, if you have arrived at your destination, or even if you are making progress. Without a plotted course, we may all be like Columbus who didn't know where he was going, didn't know how to get there, and didn't know where he was when he finally arrived!

There is a way to find a direction and work out a plan. Use this handbook as a direction finder.

"YOU ONLY LIVE ONCE BUT ONCE IS ENOUGH IF YOU DO IT RIGHT!"





"YOU CAN'T CONTROL
THE WIND, BUT YOU CAN
CONTROL THE DIRECTION
THAT YOU TRAVEL."

HANDBOOK GUARANTEE

When you read this book carefully and conscientiously do every exercise, you are **GUARANTEED THE "KNOW HOW"** for:

- » designing an exciting life/work plan
- » writing an effective resume and cover letter
- » receiving strong letters of recommendation
- » qualifying and applying for scholarships
- » preparing and applying for the college of your choice
- » meeting college costs
- » having a successful interview
- » understanding yourself and how you fit into the world of work
- » goal setting that creates results

Begin designing your life plan by gathering vital statistics about yourself.

VITAL STATISTICS

Name _____

Birthday _____

Birthplace _____

Social Security Number _____

Phone Number _____

Home Address _____

Father's Name _____

Birthday _____

Birthplace _____

Employment _____

College _____ Degree _____ Date _____

Mother's Name _____ (include maiden name)

Birthday _____

Birthplace _____

Employment _____

College _____ Degree _____ Date _____

Brothers' names and birthdays _____

Sisters' names and birthdays _____

Predominant ethnic or national background _____

HEALTH RECORD _____

Vaccinations

D/P/T _____ Date _____

Polio _____ Date _____

Measles _____ Date _____

Smallpox _____ Date _____

Tetanus _____ Date _____

Other _____ Date _____

Chapter One

Allergies

Special health problems or conditions

Church Affiliation

Baptism

Date _____ Place _____

Officiate _____ Godparents _____

Confirmation/Dedication

Date _____ Place _____

Officiate _____

EDUCATION

High School

from _____ to _____

High School

from _____ to _____

Major subjects

Subjects liked best

Why?

Subjects liked least

Why?

Skills

(in skills include computer, typing, word processing, foreign language, drafting, welding, public speaking, etc.)

Special projects _____

List several books with special significance for you, and briefly explain this significance:

(use separate sheets to complete project, if necessary)

Grade Point Average _____ **Rank in class** _____

Test Results (ACT/SAT):

Math _____ Verbal _____ Date _____

On-the-job-training

Position _____ Employer _____

from _____ to _____

Skills _____

Chapter One

Special projects _____

SCHOOL AND COMMUNITY PARTICIPATION

Activities and organizations (sports, clubs, special interest groups, i.e., music, language, photography, etc.) Indicate leadership position.

Junior High School _____

High School _____

Community _____

MEMBERSHIPS

List those specific organizations in which you hold a membership (4-H, Rainbow, FFA, FHA, Scouts, Girls' Club, etc.)

Parents' Memberships... *fraternal, professional, religious (Lions, Elks, Eagles, Rotary, VFW, Union, PEO, Masonic/Eastern Star)*

Your Parents' Military Service *(branch and dates)*

HONORS AND AWARDS

(include fair entries, spelling contests, writing/speaking/drawing awards, all outstanding student awards, athletic/academic, honor society, knowledge bowl ...)

Junior High School

High School

Community

SPECIAL PARTICIPATION (*camps, tours, classes, performances, exhibits, recitals...*)

EMPLOYMENT HISTORY

Begin with the most recent position

Employer	Position	Responsibilities	From To	Reason for Termination

REFERENCES

(Names, addresses and telephone numbers of at least three persons --employers, teachers, counselors...)

Name	Address	Phone Number

Summarize this information on the following DATA SUMMARY SHEET. This will serve as a quick answer guide for your job/college/scholarship applications. Update it constantly. GIVE A COPY TO THOSE WHO WILL BE WRITING LETTERS OF RECOMMENDATION FOR YOU!

DATA SUMMARY SHEET

Name

Address

Phone Number

Social Security Number

Birthdate

EDUCATION *(include GPA, class rank, test scores, special classes or certification)*

GPA	CLASS RANK	TEST SCORES	SPECIAL CLASSES/CERTIFICATION

HONORS

AWARDS

OFFICES AND POSITIONS OF LEADERSHIP

ACTIVITIES AND INTERESTS-SCHOOL *(Sports, clubs, special skills)*

[illegible]

RECORD KEEPING

Start to get organized! Keep accurate records.

IMPORTANT DOCUMENTS

Check list...

- ☐ Birth Certificate
- ☐ Social Security Card/SS#
- ☐ Health Records
- ☐ Achievement Records
- ☐ School Grade Sheets/Transcripts
- ☐ Diplomas
- ☐ Baptismal/Dedication Certificate
- ☐ Certificates of Leadership and Commendation
- ☐ Newspaper articles featuring you and/or your group activity
- ☐ Anything else of importance

Make copies. File the original at home in a safe place and file the copy with this handbook to use as required for scholarship applications, etc.

Have available a portfolio or examples of your work if you have special talent or have completed a special project. (Photography, drawings, sculpture, music, writing, speech...)

File several recent, wallet-size pictures, both color and black and white, with a no-frills background.

What Is Your Personality Type?

Continue your "Life-Design" by determining what type of personality you have. Look at your personality from a job point-of-view. Sooner or later everyone goes to work--earning a living is a fact of life. Choose work you will enjoy and do well.

Your personality influences your career choice. If you are a freedom loving cowboy, you will not be happy as a big city accountant.

Studies have determined that most people fit into one of the following categories:

PRACTICAL/REALISTIC WORKERS

Those who are skilled working with their hands; work that may require strength and endurance. Most jobs involve working with tools or machines in skilled trades, technical or service jobs, often outdoors.

CONVENTIONAL/DATA/DETAIL WORKERS

Those involved in clerical and numerical tasks. Jobs that require accuracy, precision, and attention to detail.

PERSUADING/ENTERPRISING/ADVENTUROUS WORKERS

Those who are sufficiently self-confident to risk making sales presentations, to lead corporations, to run for political office or to own and operate a business.

SOCIAL/SERVICE WORKERS

Those who teach, lead or help others in special ways.

CREATIVE/ARTISTIC WORKERS

Those who have talent, skills, and interest to use words, music, and other art forms creatively and imaginatively.

INVESTIGATIVE/ANALYTICAL WORKERS

Those who want to know "why"; problem solvers who perform scientific or laboratory research to learn how the world works.¹

¹Adapted from Holland, John L., Making Vocational Choices, A Theory of Careers, Prentice-Hall, Inc., 1973.

The following check lists will help you to determine your personality type. Check **YES** for those activities you would like to do and **NO** for those you would not like to do.

PRACTICAL/REALISTIC OCCUPATIONS

	YES	NO
Use metal or woodworking tools	_____	_____
Fix bicycles	_____	_____
Work with animals	_____	_____
Make projects from wood	_____	_____
Build model airplanes	_____	_____
Repair electrical things	_____	_____
Use sewing machine	_____	_____
Fix fences	_____	_____
Drive truck or tractor	_____	_____
Craft jewelry	_____	_____
Play sports	_____	_____
Hike, camp and hunt	_____	_____
Design blueprints	_____	_____
Totals	_____	_____

PRACTICAL/REALISTIC OCCUPATIONS: I would like to be...

Engineer	_____	_____
Carpenter	_____	_____
Instrument Repair Person	_____	_____
Tailor	_____	_____
Jeweler	_____	_____
Medical Technologist	_____	_____
Architectural Draftsman	_____	_____
Game Warden	_____	_____
Electrician	_____	_____
Farmer	_____	_____
Heavy Equipment Operator	_____	_____
Auto/Airplane Mechanic	_____	_____
Forester	_____	_____
Small Engine Repair Technician	_____	_____
Totals	_____	_____

For the following activities, check YES for those you would like to do, and NO for those you would not like to do.

CONVENTIONAL/DATA /DETAIL

	YES	NO
Operate business machines, computers	_____	_____
Type 50-60 wpm	_____	_____
File and record bank transactions	_____	_____
Post debits and credits	_____	_____
Use shorthand	_____	_____
Audit books for business/clubs	_____	_____
Keep records...sales/payments...	_____	_____
Do company payroll	_____	_____
Keep inventory records	_____	_____
Write business letters	_____	_____
Make reservations; check schedules	_____	_____
Be company timekeeper	_____	_____
Work as clerk in supermarket	_____	_____
Work with IRS with accounts/audits	_____	_____
Totals	_____	_____

CONVENTIONAL/DATA/DETAIL OCCUPATIONS: I would like to be...

Typist	_____	_____
Bookkeeper	_____	_____
Cashier	_____	_____
Financial Advisor	_____	_____
Data Processor	_____	_____
Mail Clerk	_____	_____
Credit Manager	_____	_____
Traffic Checker	_____	_____
Office Machine Operator	_____	_____
Telephone Operator	_____	_____
Airline Ticket Salesperson	_____	_____
Certified Public Accountant	_____	_____
Bank Examiner	_____	_____
Statistician	_____	_____
Totals	_____	_____

For the following activities, check YES for those you would like to do and NO for those you would not like to do:

PERSUADING/ENTERPRISING/ADVENTUROUS

	YES	NO
Supervise the work of others	_____	_____
Meet important people	_____	_____
Organize political campaigns	_____	_____
Be a salesperson	_____	_____
Be a group leader	_____	_____
Be in business for yourself	_____	_____
Produce television programs	_____	_____
Operate a hotel	_____	_____
Be a manufacturers' representative	_____	_____
Manage a large business enterprise	_____	_____
Run for political office	_____	_____
Manage an import-export firm	_____	_____
Manage a major sports franchise	_____	_____
Direct urban recreation programs	_____	_____
Serve on the city planning council	_____	_____
Totals	_____	_____

PERSUADING/ENTERPRISING/ADVENTUROUS OCCUPATIONS:

I would like to be...

Banker	_____	_____
Real Estate Appraiser	_____	_____
Salesperson	_____	_____
Farm Manager	_____	_____
Grain Buyer	_____	_____
Attorney	_____	_____
Judge	_____	_____
Personnel Recruiter	_____	_____
Demonstrator	_____	_____
Governmental Official	_____	_____
Travel Guide	_____	_____
Airline Flight Attendant	_____	_____
Office Manger	_____	_____
Recreation Director	_____	_____
Restaurant Manager	_____	_____
Totals	_____	_____

For the following activities, check YES for those you would like to do and NO for those you would not like to do:

SOCIAL/SERVICE

	YES	NO
Make new friends	_____	_____
Attend school and community activities	_____	_____
Belong to clubs	_____	_____
Talk to others about their problems	_____	_____
Attend dances and social events	_____	_____
Help with group projects	_____	_____
Sell tickets/collect for fund drives	_____	_____
Work on committees	_____	_____
Volunteer in hospitals/nursing homes	_____	_____
Serve as the organization leader	_____	_____
Present plans or ideas to groups	_____	_____
Talk on the telephone	_____	_____
Entertain	_____	_____
Care for children/elderly	_____	_____
Totals	_____	_____

SOCIAL/SERVICE OCCUPATIONS: I would like to be...

Foreign Service Officer	_____	_____
Personal Counselor	_____	_____
Teacher	_____	_____
Welfare Agency Director	_____	_____
Missionary	_____	_____
Radio Announcer	_____	_____
Political Scientist	_____	_____
Librarian	_____	_____
Food Service Manager	_____	_____
Host/Hostess	_____	_____
Interviewer	_____	_____
T.V. Anchorperson	_____	_____
Ticket Agent	_____	_____
Social Worker	_____	_____
Totals	_____	_____

For the following activities, check YES for those you would like to do and NO for those you would not like to do:

CREATIVE/ARTISTIC

	YES	NO
Act in plays and perform for groups	_____	_____
Make pottery; work with clay	_____	_____
Paint...portraits, landscapes...	_____	_____
Sing...solo or with a group	_____	_____
Design...clothing, furniture...	_____	_____
Write...stories, plays, novels...	_____	_____
Dance in productions	_____	_____
Design plans for buildings...	_____	_____
Take/develop beautiful pictures	_____	_____
Attend musical/cultural events	_____	_____
Make sculptures	_____	_____
Play a musical instrument	_____	_____
Sketch/draw pictures	_____	_____
Design/decorate windows, homes...	_____	_____
Totals	_____	_____

CREATIVE/ARTISTIC OCCUPATIONS: I would like to be...

Drama Coach	_____	_____
Fashion Illustrator	_____	_____
Artist	_____	_____
Cartoonist	_____	_____
Writer	_____	_____
Journalist	_____	_____
Musician	_____	_____
Dancer	_____	_____
Symphony Conductor	_____	_____
Actor	_____	_____
Fashion Model	_____	_____
Photographer	_____	_____
Architect	_____	_____
Clothing Designer	_____	_____
Interior Designer	_____	_____
Totals	_____	_____

For the following activities, check YES for those you would like to do and NO for those you would not like to do:

INVESTIGATIVE/ANALYTICAL

	YES	NO
Subscribe to a scientific journal	_____	_____
Build a science fair project	_____	_____
Know how the body functions	_____	_____
Understand calculators and computers	_____	_____
Solve math puzzles and quizzes	_____	_____
Use a microscope	_____	_____
Use a chemistry set	_____	_____
Study sea life	_____	_____
Understand chemical equations	_____	_____
Read about the space program	_____	_____
Design computer programs	_____	_____
Understand geology	_____	_____
Build rocket models	_____	_____
Work in a laboratory	_____	_____
Play chess	_____	_____
Totals	_____	_____

INVESTIGATIVE/ANALYTICAL OCCUPATIONS: I would like to be...

Chemist	_____	_____
Veterinarian	_____	_____
Geologist	_____	_____
Computer Programmer	_____	_____
Biochemist	_____	_____
Nuclear Physicist	_____	_____
Weather Scientist	_____	_____
Dentist	_____	_____
Science Professor	_____	_____
Physician	_____	_____
Anthropologist	_____	_____
Tool Designer	_____	_____
Mathematician/Statistician	_____	_____
Space Scientist	_____	_____
Totals	_____	_____

WORKERS PERSONALITY

ANSWER SHEET

Total scores in each category by giving one point for each YES answer.

SCORES:

Practical/Realistic _____ Social/Service _____

Conventional/Data/Detail _____ Creative/Artistic _____

Persuading/Enterprising _____ Investigative/Analytical _____

What is your primary work personality? _____

What is your second? _____

Write at least three possible career choices that match your personality type:

1st Choice _____

2nd Choice _____

3rd Choice _____

WHAT ARE YOUR SKILLS?

To know what your skills are, you must first know what a skill is. A skill, according to Webster, is great ability, expertness!

Not an expert at something? Don't worry about it. Consult an expert to learn more about skills. Richard Bolles states in The Three Boxes of Life that skills divide into three basic families:

1. Self-Management Skills
2. Functional or Transferable Skills
3. Work-Content Skills¹

SELF-MANAGEMENT SKILLS

Self-management skills include how you get along with others, how you relate to the bosses in your life, to time, to space, to the material world, to clothes, etc.

There is no authorized list of self-management skills, because there are so many ways in which each skill belonging to the "family" can be named. However, it includes the following kinds of skills:

¹Bolles, Richard, The Three Boxes of Life and How to Get Out of Them, Ten Speed Press, 1978, p. 142.

SELF-MANAGEMENT SKILLS

Circle the skills you feel you possess and check the ones you need to polish. Write the skills on the next page. Work on developing these as if your life depends on it, because it may.

Ability to choose, or
to make a decision
Alertness
Assertiveness
Astuteness
Attention to details
awareness
thoroughness
conscientiousness
Authenticity
Calmness
Candidness
Commitment to grow
Concentration
Cooperation
Courage, risk taking
adventuresomeness
Curiosity
Diplomacy
Easy-goingness
Emotional stability
Empathy
Expressiveness
Firmness
Flexibility
Generosity
Good judgement

High energy level,
dynamicness
Honesty, integrity
Initiative, drive
Loyalty
Open-mindedness
Optimism
Orderliness
Patience, persistence
Performing well under stress
Playfulness
Poise, self-confidence
Politeness
Punctuality
Reliability
dependability
Resourcefulness
Self-control
Self-reliance
Self-respect
Sense of humor
Spontaneity
Tactfulness
Tidiness
Tolerance
Versatility¹

¹Bolles, Richard, The Three Boxes of Life and How to Get Out of Them, Ten Speed Press, 1978, p. 145.

SELF-MANAGEMENT SKILLS

Self-management skills I possess:

Self-management skills I want to polish:

FUNCTIONAL OR TRANSFERABLE SKILLS

Functional (practical, useful) skills are the kind needed to deal with the everyday world, namely:

DATA: numbers, words or ideas

PEOPLE or ...

THINGS: tools, machines, nature, vehicles.¹

All jobs in the world deal with either data, people or things. In most cases, jobs deal with all three, to some extent, therefore, it is possible to use data, people and things to group all jobs.

Jobs which deal primarily with <i>Data</i> (information)	Jobs which deal primarily with <i>People</i>	Jobs which deal primarily with <i>Things</i>
Keypunch Operator	Teacher	Auto Mechanic
File Clerk	Counselor	Farmer
Editor	Athletic Coach	Truck Driver
Bookkeeper	Minister/Priest/Rabbi	Tree Surgeon
Typist	Politician	Watch Repairer
Proofreader	Funeral Director	Dishwasher
Accountant	Entertainer	Taxicab Driver
Cashier	Salesperson	Painter

Functional skills involve *active verbs* describing how people act upon data (information), people, or things. The characteristic of all functional skills is that they are transferable, i.e., if you are good at persuasion with friends, you will be good at persuasion in business.

What skills do you have that will transfer? Following is a method for identifying your transferable skills. From this list of skill (action) verbs, CIRCLE TEN which are at the same time your (a) best, and (b) most enjoyed skills.

As you read the word, think what was the object of the action. What happened when you did it? What were the results?

¹Bolles, Richard, The Three Boxes of Life and How to Get Out of Them, Ten Speed Press, 1978.

ACTION VERBS

acted	controlled	edited	illustrated
addressed	copied	educated	imagined
administered	corresponded	enforced	improved
advertised	counseled	entertained	increased
advised	created	established	influenced
analyzed	decided	evaluated	informed
arranged	defined	examined	initiated
assisted	delivered	exhibited	inspected
attained	demonstrated	explained	inspired
budgeted	designed	expanded	installed
built	detailed	expressed	instructed
calculated	detected	experimented	interpreted
changed	delegated	figured	interviewed
charted	developed	filed	invented
checked	devised	financed	investigated
coached	directed	fixed	improved
collected	discovered	followed	improvised
communicated	dispensed	gathered	increased
compiled	displayed	gave	influenced
completed	dissected	got	informed
composed	distributed	guided	initiated
computed	drafted	handled	inspected
conducted	dramatized	headed	inspired
conserved	drew	helped	installed
constructed	drove	hired	instructed
contracted	dug	identified	interpreted

interviewed	planned	scheduled	traveled
invented	played	selected	tutored
investigated	prepared	separated	typed
judged	preserved	served	umpired
kept	processed	set	understood
lectured	produced	sewed	used
located	promoted	shaped	washed
maintained	proposed	showed	weighed
managed	protected	sketched	worked
mapped	provided	sold	wrote
measured	publicized	solved	
memorized	purchased	sorted	
met	questioned	spoke	
modeled	raised	studied	
motivated	read	suggested	
navigated	recorded	summarized	
observed	recruited	supervised	
obtained	replaced	supplied	
operated	reported	talked	
ordered	researched	tested and proved	
painted	restored	told	
participated	reviewed	took	
performed	rewrote	trained	
persuaded	risked	transcribed	
photographed	sang	translated	
piloted	saved	treated	

**Ten of My Best and Most Enjoyed Skills
(Functional and Transferable)**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The above list indicates that you have skills you can use to accomplish things. It is important for your "life design" that you understand how you related to others while making things happen. Some of the typical ways in which people operate with one another are as follows:

Team Member	Wants to be with others
Individualist	Wants his role defined and to get results without having to rely on others
Team Leader	Can lead others, but wants also to be involved in the action
Director	Wants others to do things exactly the way he wants them to be done
Coordinator	Likes to be at the hub of the action and get a variety of others' efforts plugged in when needed
Coach	Wants to help others develop their talent or improve their knowledge
Manager	Wants to get results by managing the talents of others ¹

¹Miller, Arthur F. and Ralph T. Mattson. The Truth About You. Discover What You Should Be Doing With Your Life. Fleming H. Revell Co., 1977, p. 47.

ACCOMPLISHMENT CHART

Take your ten "Best and Most Enjoyed Skills" from your list. Compose a sentence for each skill which states:

I, in this (*) relationship with others...

Used this skill...

Accomplished this task...

With these results and rewards...

I felt like this about it...

*As team member, individualist, team leader, director, coordinator, coach, or manager.

In the last column, write the rewards: personal rewards: the sense of a job well done, self-confidence, new friends, etc., and material rewards: monetary rewards such as salary, royalties, fringe benefits, etc.. Include how the accomplishment made you feel; proud, happy, capable, satisfied, etc..

ACCOMPLISHMENT CHART

<i>I</i> (In relation to others) Examples:	<i>One of the ten verbs</i>	<i>Object of the verb</i>	<i>What happend? (results)</i>	<i>Rewards Personal or Material (including feelings)</i>
I (as team leader)	created	the editorial department of the school paper	students were given a chance to express their views	the advisor complimented me on the idea. I felt capable and pleased
I (as an individualist)	sold	raffle tickets	sold the most tickets in the group	won the prize for top salesperson, had a picture and story in the newspaper. I felt capable...super!

ACCOMPLISHMENT CHART

30

<i>I</i> (In relation to others)	<i>One of the ten verbs</i>	<i>Object of the verb</i>	<i>What happend?</i> (results)	<i>Rewards</i> <i>Personal or</i> <i>Material</i> (including feelings)

36

37

ACCOMPLISHMENT CHART

<i>I</i> <i>(In relation to others)</i>	<i>One of the ten verbs</i>	<i>Object of the verb</i>	<i>What happend?</i> <i>(results)</i>	<i>Rewards</i> <i>Personal or</i> <i>Material</i> <i>(including feelings)</i>

WORK-CONTENT SKILLS

Work-Content Skills deal with mastering a particular vocabulary, or procedure, or subject matter. Thus, knowing a foreign language is a Work-Content Skill, or knowing the parts of a car, or the procedure for accomplishing a particular task.

These skills are picked up or acquired as we go through life and use our memory. They may be acquired on-the-job, by reading, or through hobbies, apprenticeships, and technical and vocational school training.

This is your last skills assignment:

Make a list of as many of your Work-Content Skills as you can. Check your special classes, think about your hobbies and any groups that may have helped you, i.e., Scouts, 4-H, language clubs, business organizations, etc...

Examples of Work-Content Skills:

Typing Television Repair
Shorthand Sewing
Bookkeeping and Accounting Automobile Repair
Photography Theatrical Production
Foreign Language Word Processing
Mathematics Computer Programming

Work-Content Skills I possess:

_____	_____
_____	_____
_____	_____
_____	_____

Work-Content Skills I want to develop:

_____	_____
_____	_____
_____	_____
_____	_____

Now, take these skills and list them in order of preference. These skills are basic in your life design. If you are to spend your life doing something (career), it should be something you do well and enjoy.

In Order of Preference

Work-Content Skills I possess:

_____	_____
_____	_____
_____	_____
_____	_____

Work-Content Skills I want to develop:

_____	_____
_____	_____
_____	_____
_____	_____

SKILLS ANSWER SHEET
SKILLS
"BEST AND MOST ENJOYED"

SELF MANAGEMENT FUNCTIONAL/TRANSFERABLE WORK CONTENT

_____	_____
_____	_____
_____	_____

Careers that interest me and use these skills...
POSSIBLE CAREER CHOICES

DISCOVERING YOUR VALUES

You are now ready...TO FIND OUT WHAT IS RIGHT FOR YOU?

What is right for your peers or your parents may not be right for you. What do you value and believe in? This question is the essence of your life design! Only you can decide what is important and just how important it is.

Life is not a dress rehearsal, nor a game with time-outs. The clock is always running; every year, month, week, day, hour and minute counts. Make each count for something!

If asked what you really wanted out of life, would you answer, "travel and excitement, money, a large family, and an Olympic Gold Medal"? You cannot have everything. You must make choices. You will be making these choices on the basis of what you value.

Following is an alphabetical list of values. As you analyze your beliefs and discover what is right for you, your "life design" takes on new meaning.

Read this list and the following meanings of the categories and determine the importance of each to you.

ADVENTURE

BEAUTY OR AESTHETICS

CREATIVITY

FAMILY

FREEDOM

FRIENDSHIP AND COMPANIONSHIP

HELPING OTHERS

KNOWLEDGE

MONEY OR WEALTH

MORAL JUDGEMENT AND

PERSONAL CONSISTENCY

POWER

RECOGNITION

SECURITY¹

¹Adapted from Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning by Mindy Bingham, Judy Edmondson, and Sandy Stryker, Advocacy Press, 1983, p. 97.

ADVENTURE

Those who seek adventure like movement, travel, and action, careers with a certain amount of risk. Daily routine and repetitious jobs would become boring. It is possible, for example, to mix the need for adventure with the love of family by flying planes and running swift water rapids on the weekends. It is wise to know yourself and early in the decision making process sort preferences and find a career that will offer enough exciting challenges to satisfy this desire. There could be adventure with the F.B.I., the C.I.A., as an international jewel trader, as an ambassador, a movie stunt person, a competitive athlete, a pilot, a jockey, a race car driver, an on-location TV camera person or a foreign correspondent. Understand your interests and your imagination will run away with good, exciting ideas!

BEAUTY OR AESTHETICS

There is beauty in everything. Learn to know the beauty you seek...beauty in nature...be a forest ranger, an oceanographer, a landscape architect, or a farmer; beauty in design...be an architect, an interior designer, a painter, a florist, an art dealer, or do whatever you choose to do in a very pretty surrounding such as a plush office, an elaborate resort, a first class hotel, or an ocean-going luxury liner.

CREATIVITY

Bring ideas into life through writing; create a beautiful painting; fashion a gown. Find a career that offers space to make decisions, allows for follow-through, and grants opportunity to savor the results. Research scientists, teacher, jewelers, craft persons, chefs, and architects are all creative.

FAMILY

Families are important. You may value a special closeness with parents, brothers, sisters, and other relatives. Close organizations and small communities can also offer the feeling of family. Look for career situations that will enable you to have time and to be close enough to enjoy family and friends. Avoid shift jobs and irregular, restrictive hours. High pressure corporate jobs are very demanding; sales jobs often require extensive travel time. Medical technology, teaching, carpentry, and farming are examples of occupations that would provide more space for family.

FREEDOM AND INDEPENDENCE

If freedom of choice, the opportunity to make your own decisions, is important, seek a career that keeps the boss at a distance or makes you the boss and gives maximum flexibility. Examples of such careers are sales representatives, consult-

ants, free lance writers, dentists, lawyers, and physicians. Examine the many fields that have income determined by individual effort, those that are not salaried. Look at the working conditions and the opportunities for growth. Caution: a profession can become so demanding that the independence may be sacrificed.

FRIENDSHIP AND COMPANIONSHIP

If the area of friendship is important to you, look to careers with close people relationships. You like to talk, to interact, and to develop ties. The following careers would offer that opportunity: counselor, social worker, minister, nurse, librarian, housemother, therapist, recreational program director, and public relations director. If off-the-job friends are also important, make an effort to choose a career that has stability and does not require a great deal of travel.

HELPING OTHERS

There are many "people helping" professions: teaching, medicine, recreation, dietetics, counseling, law, coaching, and the hospitality field. Most all careers employ people skills to some degree. If you value being a helper and find an area of special interest to you, there will be a great deal of daily satisfaction in such a career choice.

KNOWLEDGE

Archaeologists, zoologists, paleontologists, nuclear physicists, lawyers, research scientists, politicians, and teachers, to name just a few, value knowledge. Writers, librarians, and journalists must always look for new ideas and new methods of presenting material. The pursuit of knowledge can always be a personal quest, and, if further stimulated by a challenging profession, will make all of life more exciting!

MONEY OR WEALTH

If making money is high on your list, check the earnings of the professions and pick the one that best suits your interests and values and has a high potential for big money. Keep in mind that it is possible to work up from a lower paying entry level job to a position of power and wealth if you are adequately prepared and have the proper temperament and personality. Take your other values into consideration as you select the high paying job as the demand, such as long hours and many years of training, may eliminate time for family and outside activities. Remember, it is possible to work smarter instead of harder. Knowledge and preparation are the keys. Network. Make an effort to meet people with money and influence, and attend a prestigious college.

MORAL JUDGEMENT AND PERSONAL CONSISTENCY

Do something that you consider worthwhile! Look out at the world and decide what needs doing as far as you are concerned. You could write to influence others, become a medical professional and serve those who have the greatest need, be a public defender or a judge. Be fair in all your dealings, consistent with your values. It might be well to consider as high a degree of education and expertise as you can achieve because you will want to make your own policy decisions whenever possible and not be carrying out the wishes of a boss with whom you might not agree. It is possible to exercise moral judgement and personal consistency in any career.

POWER

Power in a profession requires expertise in the field. Look to higher education and specialization if power is important to you. Consider developing good people skills because those who wield power must know how to exercise a certain amount of control over others. Learn management; develop decision making skills. Get to know those who are influential. Decide how much power is necessary. You might be satisfied with local control over an enterprise... you as boss of your own business!

RECOGNITION

Acting, broadcasting, lecturing, writing, and entering politics will all bring recognition. It pays to develop a special talent and capitalize on it. Decide how intensive the recognition needs to be. It is impossible to be a "big fish in a little pond" and find it very satisfying...mayor of your town. There is pleasure in being recognized as the best employee in the company, no matter what the size.

SECURITY

Teaching jobs with tenure, government jobs with good retirement programs, commissions in the military, except in time of war, are all careers with security. Positions in companies with long standing records of achievement and careers in areas of human service are likely to offer steady employment and stability.

On a plain piece of paper, prioritize these values in order of importance to you.

SUMMARY

of
YOUR PERSONALITY TYPE

VALUES

SKILLS "BEST AND MOST ENJOYED"

SELF MANAGEMENT

FUNCTIONAL/TRANSFERABLE

WORK CONTENT

POSSIBLE CAREER CHOICES

THE WORLD OF WORK

The United States Department of Labor classifies jobs into 13 occupational clusters. You know your "worker personality"; you have discovered three possible career matches.

Read the following list; study the charts; keep exploring! Remember, there are many related jobs in each category that are not listed.

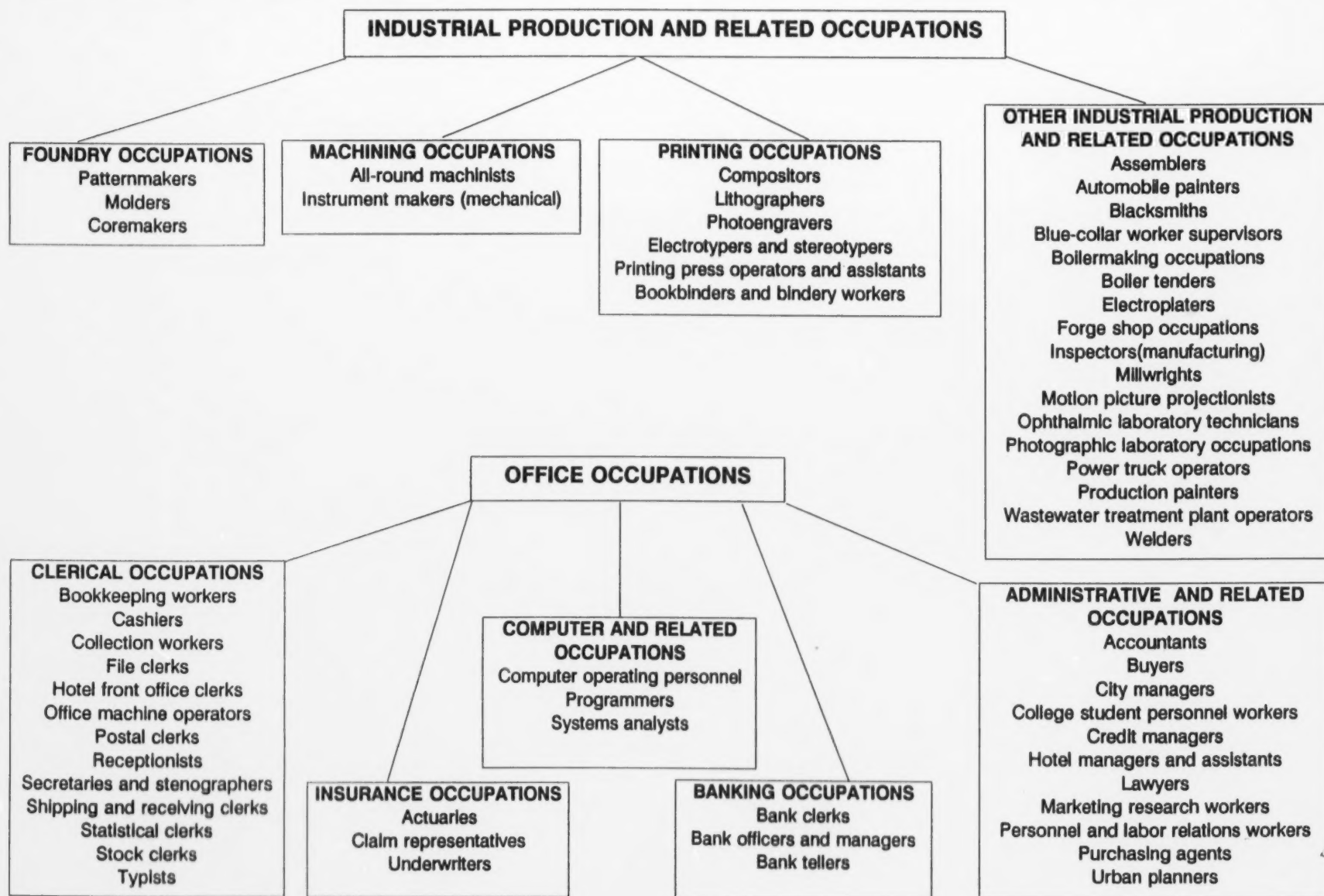
Occupational Clusters:

- ☐ Industrial Production and Related Occupations
- ☐ Office Occupations
- ☐ Service Occupations
- ☐ Education and Related Occupations
- ☐ Sales Occupations
- ☐ Construction Occupations
- ☐ Occupations in Transportation Activities
- ☐ Scientific and Technical Occupations
- ☐ Mechanics and Repairers
- ☐ Health Occupations
- ☐ Social Scientists
- ☐ Social Service Occupations
- ☐ Performing Arts, Design and Communication Occupations

Study these clusters. Based on your knowledge of your aptitudes, skills, values, and personality, circle your choices.

TODAY'S JOB MARKET AT A GLANCE:
By Occupational Clusters

*Note: This is to provide you with a general picture only.
Many more job subdivisions have been omitted.*



TODAY'S JOB MARKET AT A GLANCE:
By Occupational Clusters

SERVICE OCCUPATIONS

CLEANING AND RELATED OCCUPATIONS
Building custodians
Hotel housekeepers and assistants
Pest controllers

FOOD SERVICE OCCUPATIONS
Bartenders
Cooks and chefs
Dining room attendants and dishwashers
Food counter workers
Meatcutters
Waiters and waitresses

PERSONAL SERVICE OCCUPATIONS
Barbers
Bellhops and bell captains
Cosmetologists
Funeral directors and embalmers

PRIVATE HOUSEHOLD SERVICE OCCUPATIONS
Private household workers

OTHER SERVICE OCCUPATIONS
Mail carriers
Telephone operators

PROTECTIVE AND RELATED SERVICE OCCUPATIONS

Correction officers
FBI special agents
Firefighters
Guards
Police officers
State police officers
Construction inspectors (Government)
Health and regulatory inspectors (Government)
Occupational safety and health workers

EDUCATION AND RELATED OCCUPATIONS

TEACHING OCCUPATIONS
Kindergarten and elementary
School teachers
Secondary school teachers
College and university faculty
Teacher aides

LIBRARY OCCUPATIONS
Librarians
Library technicians and assistants

SALES OCCUPATIONS

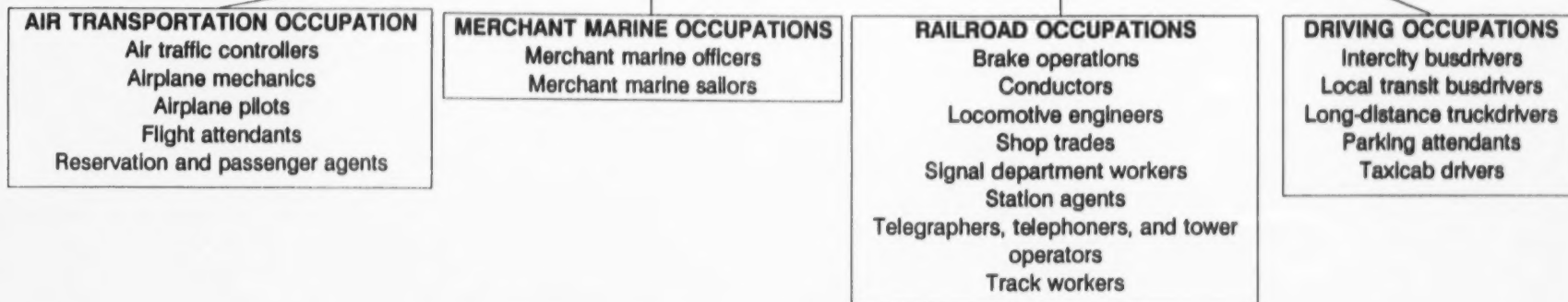
Automobile parts counter workers
Automobile sales workers
Automobile service advisors
Gasoline service station attendants
Insurance agents and brokers
Manufacturers' and sales workers
Model
Real estate agents and brokers
Retail trade sales workers
Route drivers
Securities sales workers
Travel agents
Wholesale trade sales workers

CONSTRUCTION OCCUPATIONS

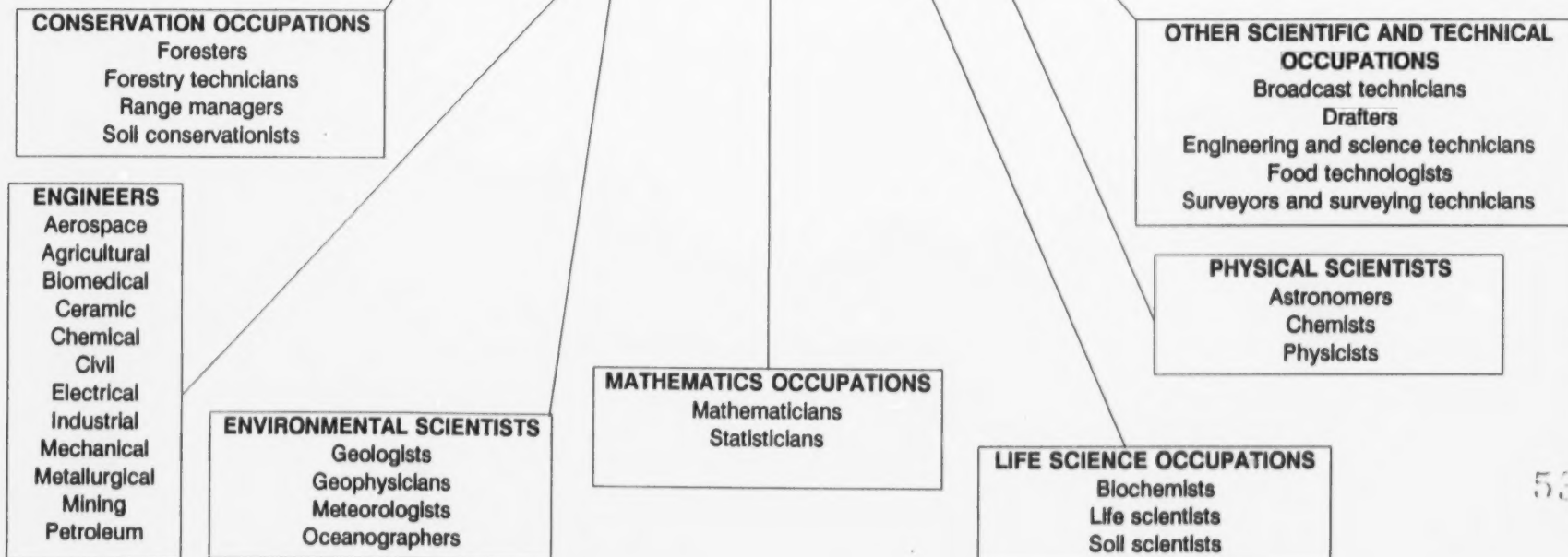
Bricklayers, stonemasons, and marble setters
Carpenters
Cement masons and terrazzo workers
Construction laborers
Drywall installers and finishers
Electricians (construction)
Elevator constructors
Floor covering installers
Glaziers
Insulation workers
Ironworkers
Operating engineers (construction machinery operators)
Painters and paperhangers
Plasterers
Plumbers and pipefitters
Roofers
Sheet-metal workers
Tilersetters

TODAY'S JOB MARKET AT A GLANCE: By Occupational Clusters

OCCUPATIONS IN TRANSPORTATION ACTIVITIES



SCIENTIFIC AND TECHNICAL OCCUPATIONS



TODAY'S JOB MARKET AT A GLANCE:
By Occupational Clusters

MECHANICS AND REPAIRERS

TELEPHONE CRAFT OCCUPATIONS

Central office craft occupations
Central office equipment installers
Line installers and cable splicers
Telephone and PBX installers and repairers

OTHER MECHANICS AND REPAIRERS

Air-conditioning, refrigeration, and heating mechanics
Appliance repairers
Automobile body repairers
Automobile mechanics
Boat-engine mechanics
Bowling-pin-machine mechanics
Business machine repairers
Computer service technicians
Electric sign repairers
Farm equipment mechanics

Furniture upholsterers

Industrial machinery repairers
Jewelers
Locksmiths
Maintenance electricians
Piano and organ tuners and repairers
Shoe repairers
Television and radio service technicians
Truck mechanics and bus mechanics
Vending machine mechanics
Watch repairers

HEALTH OCCUPATIONS

DENTAL OCCUPATIONS

Dentists
Dental assistants
Dental hygienists
Dental laboratory technicians

MEDICAL PRACTITIONERS

Chiropractors
Optometrists
Osteopathic physicians
Physicians
Podiatrists
Veterinarians

**MEDICAL TECHNOLOGISTS, TECHNICIANS,
AND ASSISTANT OCCUPATIONS**

Electrocardiograph technicians
Electroencephalographic technologists and technicians
Emergency medical technicians
Medical laboratory workers
Medical record technicians and clerks
Operating room technicians
Optometric assistants
Radiologic (X-ray) technologists
Respiratory therapy workers

**THERAPY AND REHABILITATION
OCCUPATIONS**

Occupational therapists
Occupational therapy assistants
Physical therapists
Physical therapist assistants and aides
Speech pathologists and audiologists

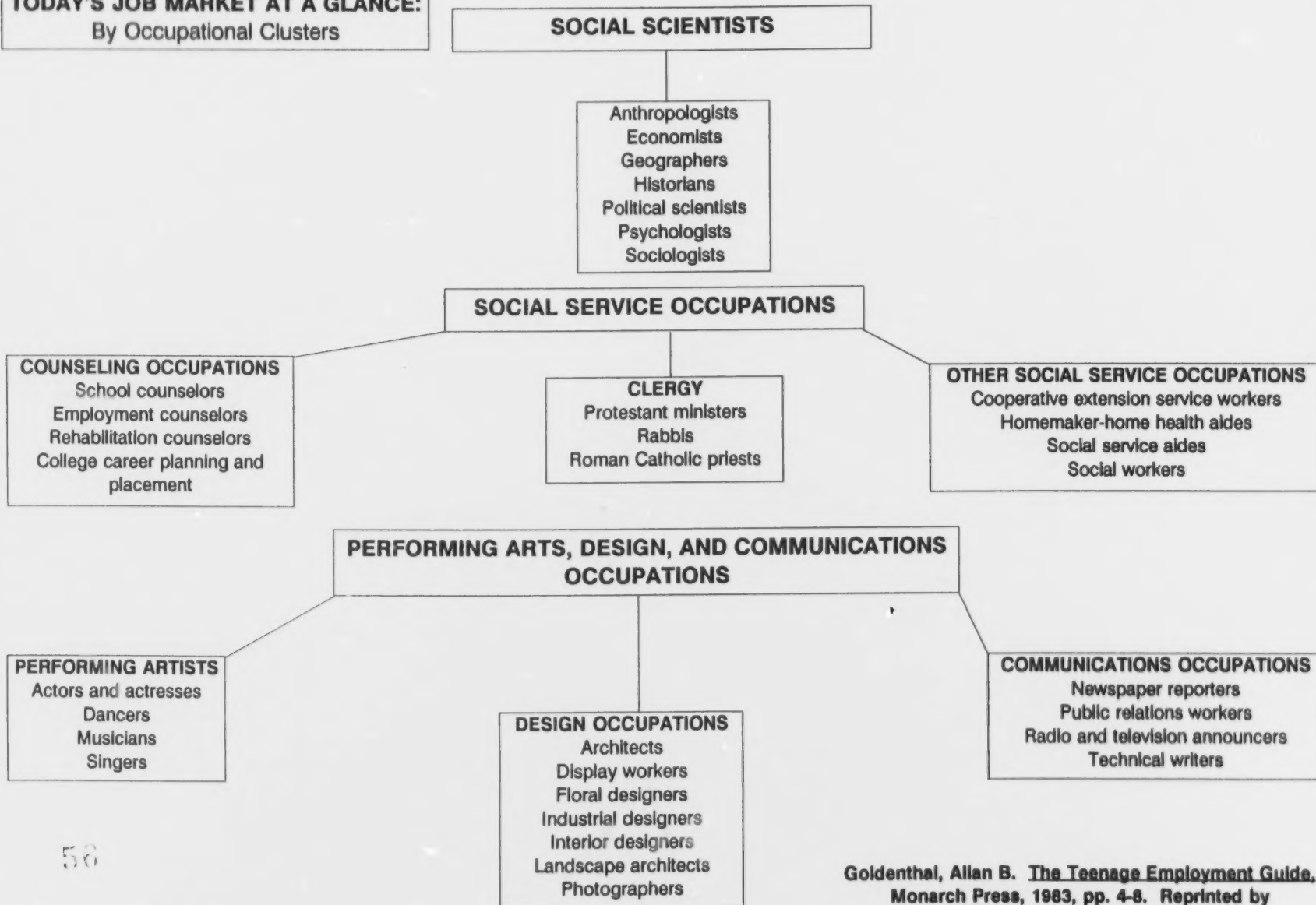
NURSING OCCUPATIONS

Registered nurses
Licensed practical nurses
Nursing aides, orderlies, and attendants

OTHER HEALTH OCCUPATIONS

Dietitians
Dispensing opticians
Health service administrators
Medical record administrators
Pharmacists

TODAY'S JOB MARKET AT A GLANCE:
By Occupational Clusters



RESEARCH YOUR TENTATIVE CAREER CHOICES

Go to the library, the career center and the guidance counselor. Do an in depth study of three careers.

Put yourself 'on line' with one of the many new computer programs. If your computer can't answer your questions, find one that can!

Study the following guides, available in almost every library:

Dictionary of Occupational Titles (DOT) defines more than 20,000 occupations and includes information on the industries in which an occupation is found as well as descriptions of each job's tasks and responsibilities. Each occupation is coded according to how the worker functions in relation to data, people, and things.

Occupational Outlook Handbook (OOH) describes job duties, education and training requirements, employment outlook, earnings, and working conditions for over 500 occupations, that require similar abilities, interests, education, and training.

In addition to these guides, there is a wealth of other career information available from the Department of Labor, Room 1539, GAO Building, 441 G. Street, NW, Washington, D.C. 20202.

There is unlimited reference material available to you. Use it!

RESEARCH YOUR TENTATIVE CAREER CHOICES IN PERSON

One of the very best ways to know what a career is really like is to interview someone who is actively working in the field.

Prepare for your interview carefully. Ask only for information not found in your guides or readily available from other reference sources.

Call for an appointment; take about fifteen minutes, be prompt, courteous and well groomed.

Following are some questions you might consider using. Don't ask questions that require only "yes" or "no" answers.

1. What do you like about your work?
2. What personality traits are most important for success in this field?
3. How did you choose this profession?
4. Is this a growing field?
5. What school subjects were most valuable to you?
6. What would you recommend in education, work experience, and intern programs?
7. If you were starting over, what would you do/change?
8. Is there someone else in the field I could talk to?

ALWAYS follow each interview with a thank you note!

Notes for Personal Interviews

Name of person interviewed _____

Date _____

Employer/Self Employed _____

Position _____

Notes _____

I (would/would not) like to spend my life doing this type of work. ✓

Thank you note sent _____

Name of person interviewed _____

Date _____

Employer/Self Employed _____

Position _____

Notes _____

I (would/would not) like to spend my life doing this type of work.

Thank you note sent _____

Use your knowledge of your personality, values, skills and interests and the information gathered from the World of Work Charts, your interviews and all your research to analyze your top choices:

Career Choice #1

<i>Job Requirement</i>	<i>Work Environment</i>	<i>Occupational Characteristics</i>	<i>Training</i>

Career Choice #2

<i>Job Requirement</i>	<i>Work Environment</i>	<i>Occupational Characteristics</i>	<i>Training</i>

Career Choice #3

<i>Job Requirement</i>	<i>Work Environment</i>	<i>Occupational Characteristics</i>	<i>Training</i>

GOAL SETTING

*"IF YOU CAN BELIEVE IT,
YOU CAN ACHIEVE IT"
But...you have to know how!*

Everyone dreams! Each of us at some time in our lives has stated, "when I grow up, I'm going to be a writer, a doctor, a model, an Olympic Athlete..."

Think seriously of your dream life: a what, a where, and a why. You know yourself well enough now to be able to consider the kind of person you are and the relationship of your personality type to the work world and to your values. Think of who you know (in the world) who does what you would like to do.

Examples: I want to be in broadcasting. My dream is to live in a big city, be an anchor person on TV, and meet and interview important people.

Example: I want to be a research scientist because I like to know the "why" of things. I would like to work for a large university where I could study, research and write.

Example: I want to be an airline flight attendant with a home base in a large eastern city. I want to learn several languages and travel extensively in other countries. I like to serve people and would welcome the excitement of travel and the challenge of learning about other countries and cultures.

Everything that has ever been accomplished in this world began with a wish and a dream.

DREAM--BELIEF--ACTION--ACHIEVEMENT--SUCCESS

I wish I could...

I can do it...

I am doing it...

I did it!

Formulate three DREAM LIVES:

1. _____

2. _____

3. _____

Pick your favorite dream. We will establish a method to make it come true.

The other two are alternates, bench warmers, to be called in if needed. Since even the best plans can go awry, ALWAYS be ready with Plan B.

Plan A: Write it down again.

Establish goals for its accomplishment. A goal is a target, a specific action or event due to be completed or to happen at a definite time.

Barbara Sher in Wishcraft calls a goal "A basic unit of life design".¹

Goals break down into objectives, smaller units of accomplishment, steps to the larger goal. Objectives can be accomplished hourly, daily, monthly...all leading to the ultimate "life design". Objectives are the action part of the plan to turn the dream into reality.

Commitment, which is a pledge or promise, forms the bridge between the dream and the reality.

You now have ideas, skills, talents, and energy: **YOU MUST HAVE COMMITMENT!**

Commitment brings out a special toughness and makes the impossible, possible.

¹Sher, Barbara with Annie Gottlieb. Wishcraft, How To Get What You Really Want. Viking Press, 1979, p. 64.

Plan A

Example:

Goal--To learn several languages and become an airline flight attendant at 21.

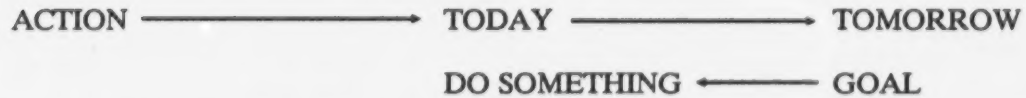
Present situation: Junior in high school, 17 years old. What can be done now to make this happen?

Establish Objectives:

1. Go to the library and learn the requirements for becoming an airline flight attendant.
2. Read all the information available on this career.
3. Get a computer printout from a counseling center.
4. Talk to a counselor.
5. Interview people working in the career.
6. Learn a foreign language.
7. Write to airline training school for details.

Spread this "day's" work out over your junior year. Write down the results of your research. File all of the materials for future use.

CHARTING THE ACTION



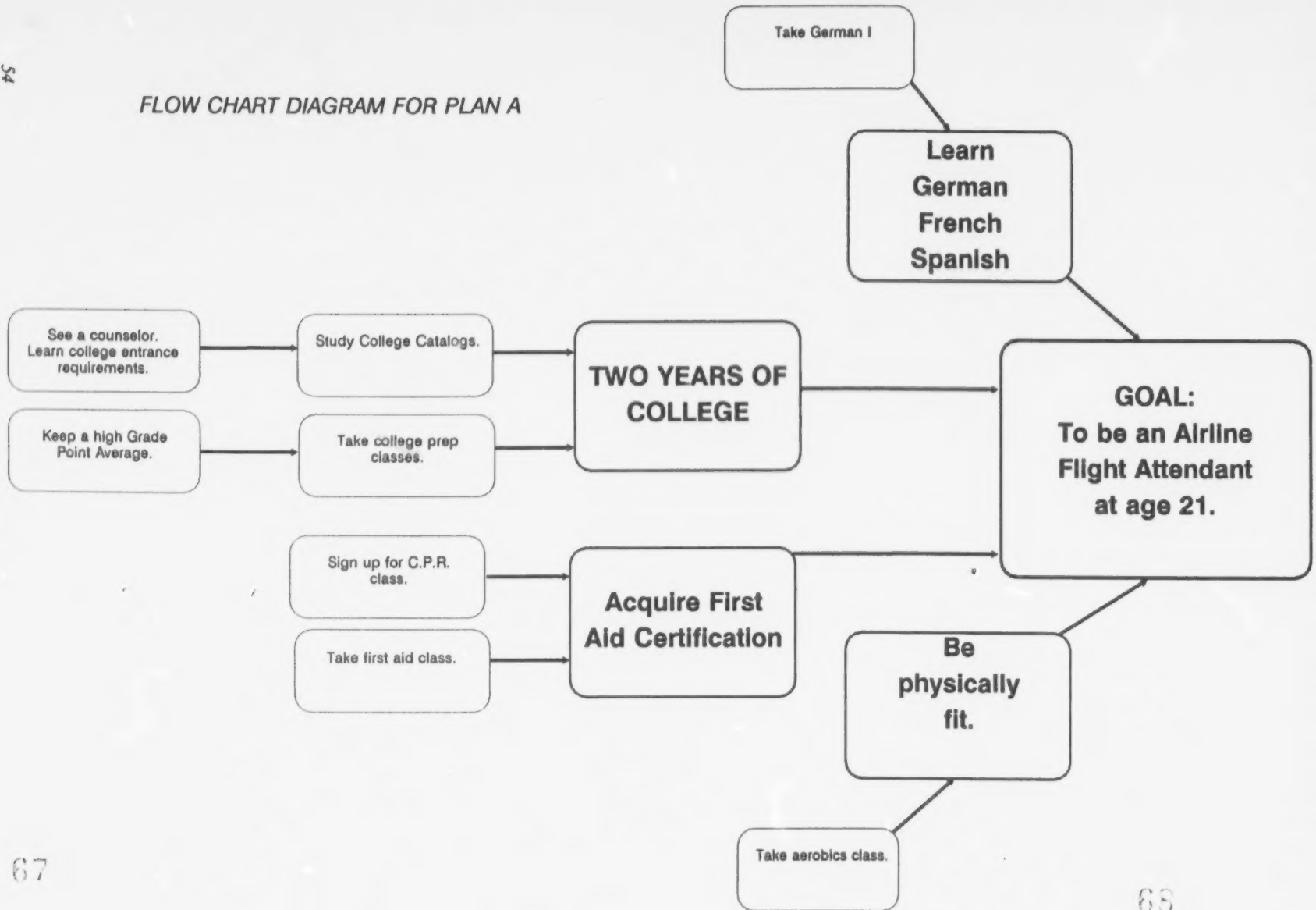
ACTION moves forward from TODAY to TOMORROW, but planning goes backward from the GOAL to DO SOMETHING.

Picture your goal, break down into small segments the actions or activities required to make it happen.

What must you do and in what order?

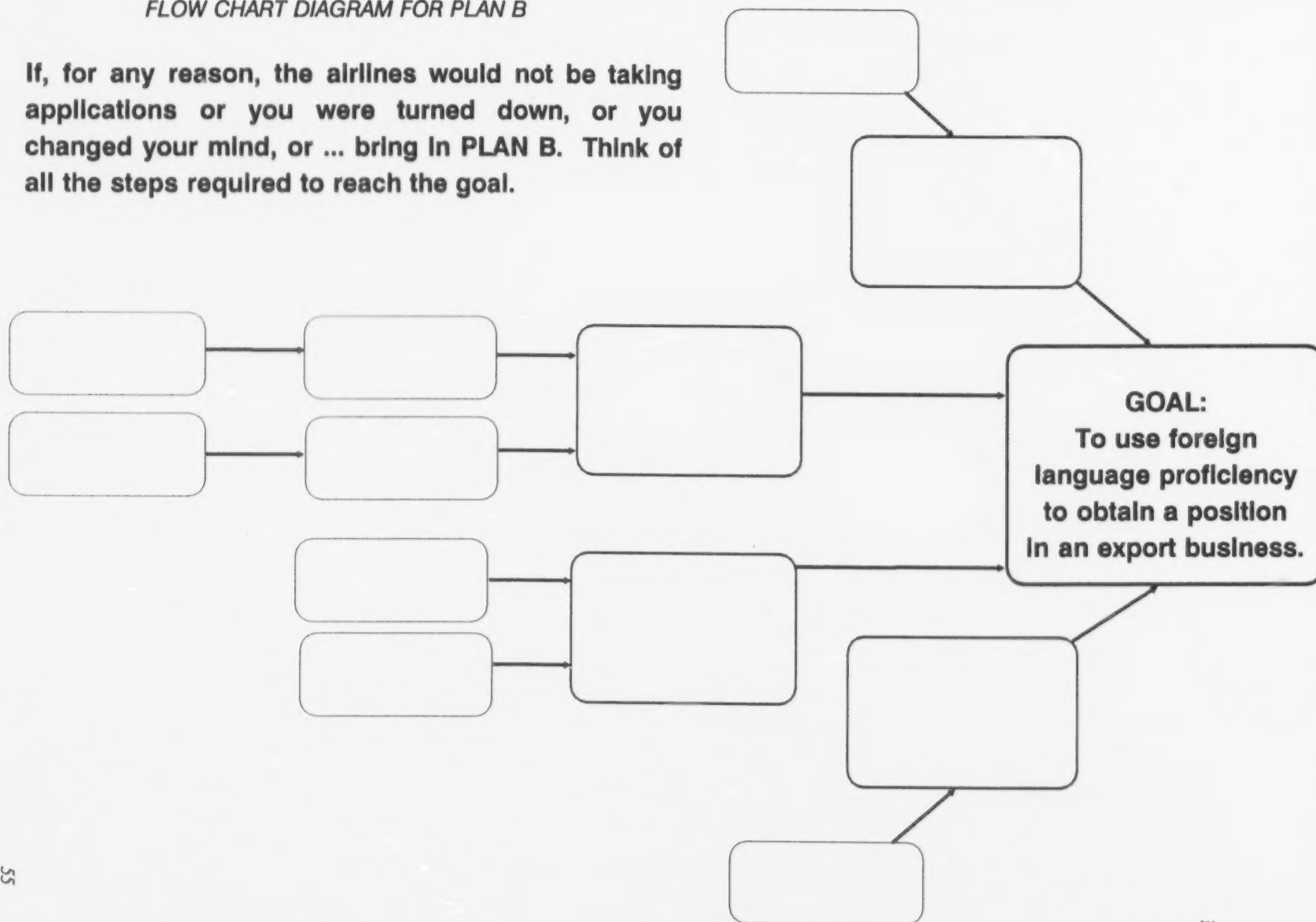
Industrial and military operations diagram the flow of supplies, equipment or information on what is called a flow chart.

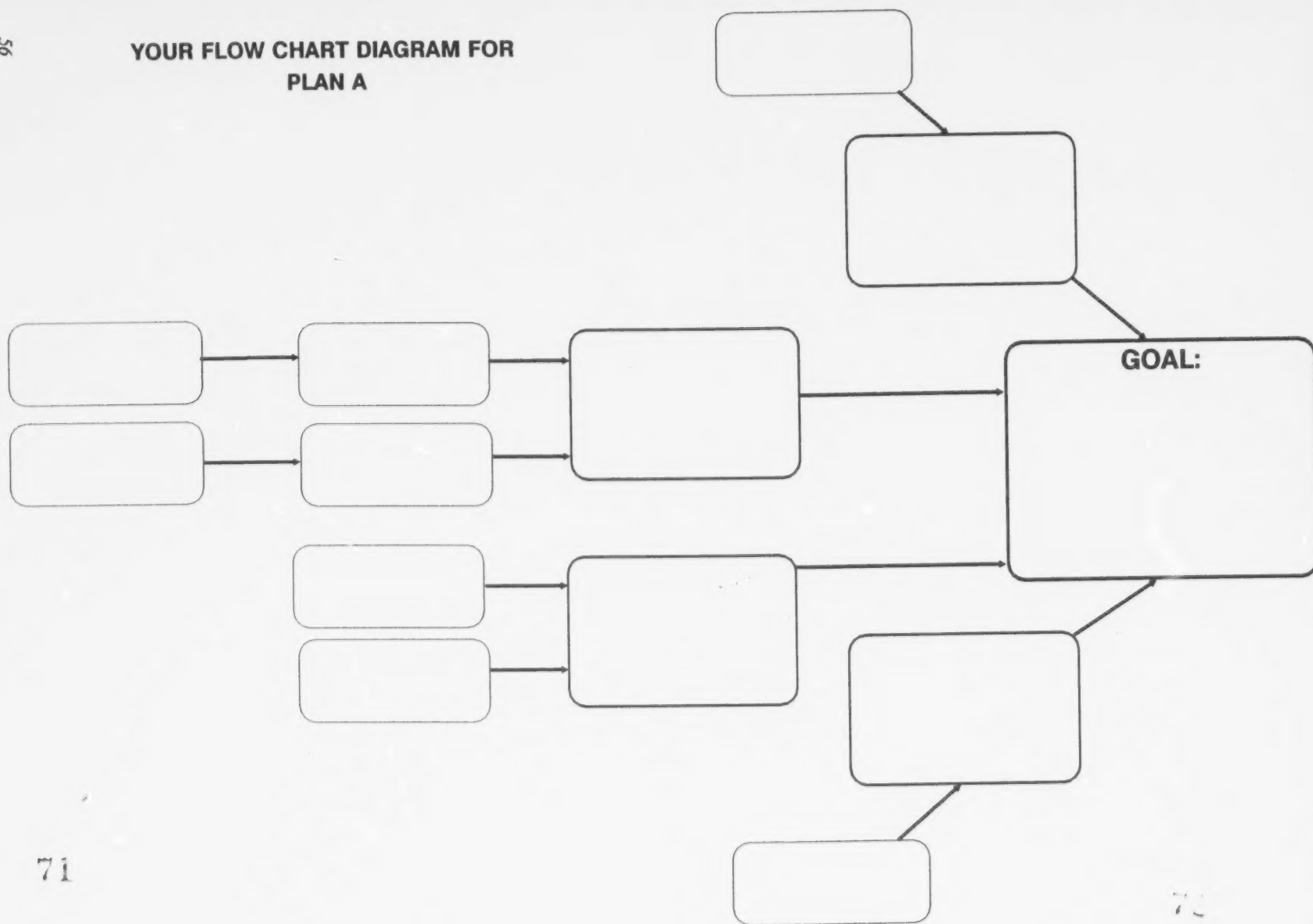
FLOW CHART DIAGRAM FOR PLAN A



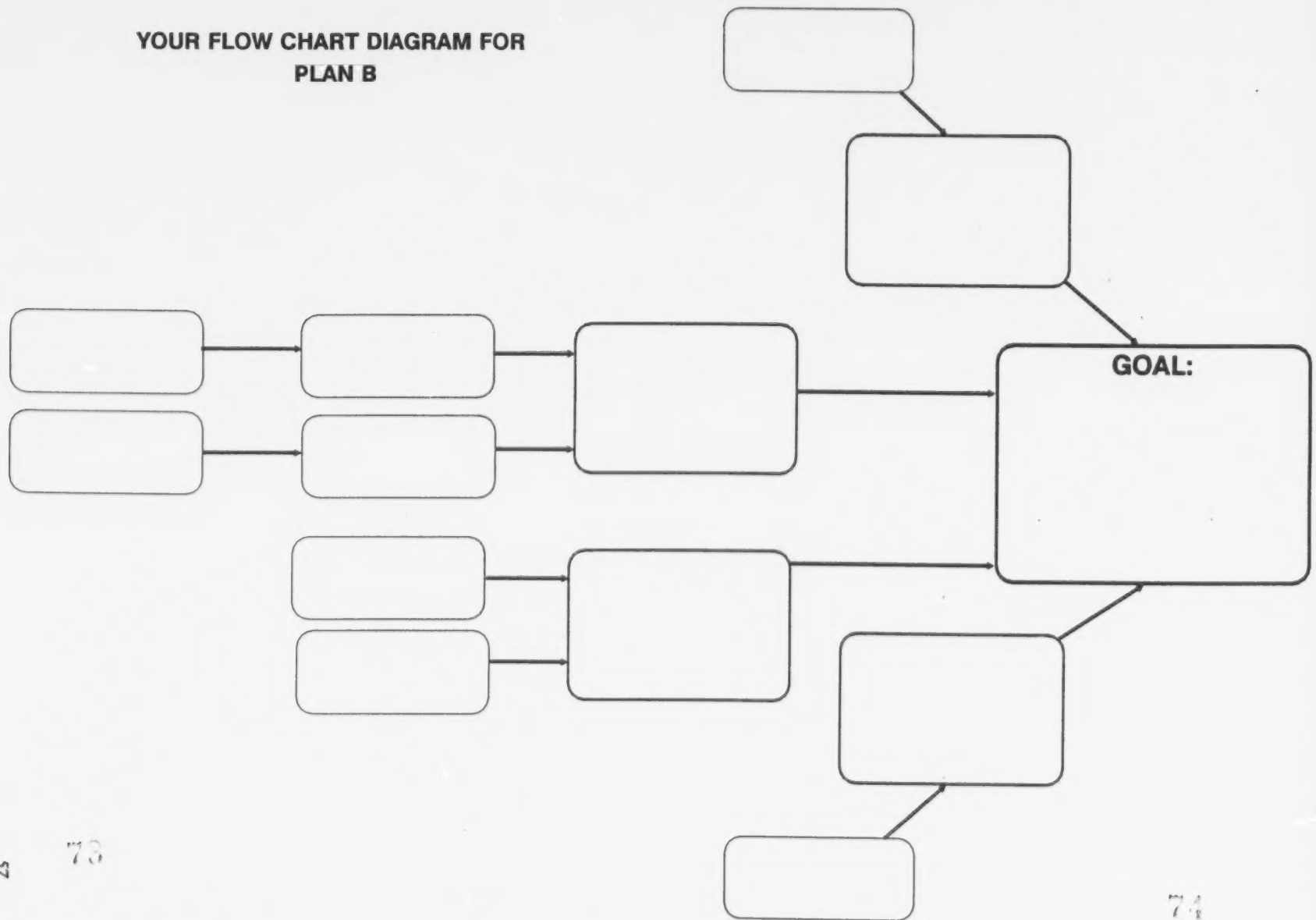
FLOW CHART DIAGRAM FOR PLAN B

If, for any reason, the airlines would not be taking applications or you were turned down, or you changed your mind, or ... bring in PLAN B. Think of all the steps required to reach the goal.





YOUR FLOW CHART DIAGRAM FOR
PLAN B



Your plan is now in action! Look at the rectangle that could say "today". Establish a time schedule. What can you do today to begin to accomplish your goal? Make lists and check the entries off as they are completed.

Make "to do lists" (experts say it is best to have them all in one book) for the day, week and month.

IMPORTANT: SET A SPECIFIC DATE TO ACCOMPLISH YOUR GOAL

Example: August 1, 1989, Be a flight attendant with Trans World Airlines.

To Do Today:

Check on CPR Class _____

Eat three meals (no junk food or snacks) _____

Study for German Test (Plan for an A) _____

Check on college entrance requirements _____

Check college section at the library _____

Make an appointment with the counselor _____

THINGS TO DO TODAY

DATE _____

ITEMS
COMPLETED

To GUARANTEE there will be no surprises, record daily grades, and/or progress on assignments, special reports, and term projects.

DAILY PROGRESS RECORD

[illegible]

ACADEMIC RECORDS

Record all of your classes with grades and credit hours:

HISTORY

American History _____
 Current Events _____
 World History _____

MUSIC

Band _____
 Chorus _____

MATHEMATICS

Algebra _____
 Geometry _____
 Trigonometry _____
 Calculus _____

SCIENCE

General Science _____
 Biology _____
 Chemistry _____
 Physics _____

HOME ECONOMICS

Foods/Nutrition _____
 Clothing _____
 Tailoring/Design _____
 Consumer Education _____
 Family Life _____

ART

Drafting _____
 Graphic Design _____
 Watercolor _____
 Oils _____
 Photography _____

WOODWORKING

Projects _____

COMPUTER PROGRAMMING

"SKILLS" LABS

Typing _____
 Shorthand _____
 Wordprocessing _____
 Bookkeeping _____

ENGLISH

Grammar _____
 Composition _____
 Literature _____
 English _____
 American _____
 Journalism _____
 Speech _____
 Creative Writing _____

FOREIGN LANGUAGE

Spanish _____
 French _____
 German _____
 Other _____

Sociology _____
 Psychology _____
 Economics _____
 Business Law _____
 Other _____

PHYSICAL EDUCATION

Weight Training _____
 Individual Sports _____

Exercise Classes _____
 Dance _____

HEALTH

First Aid _____
 Drug Education _____
 CPR _____

METAL SHOP

Projects _____

COMPUTER SCIENCE

Grade Point Average (GPA) based on

4.0 = A; 1st Semester 2nd Semester

Freshman: _____

Sophomore: _____

Junior: _____

Senior: _____

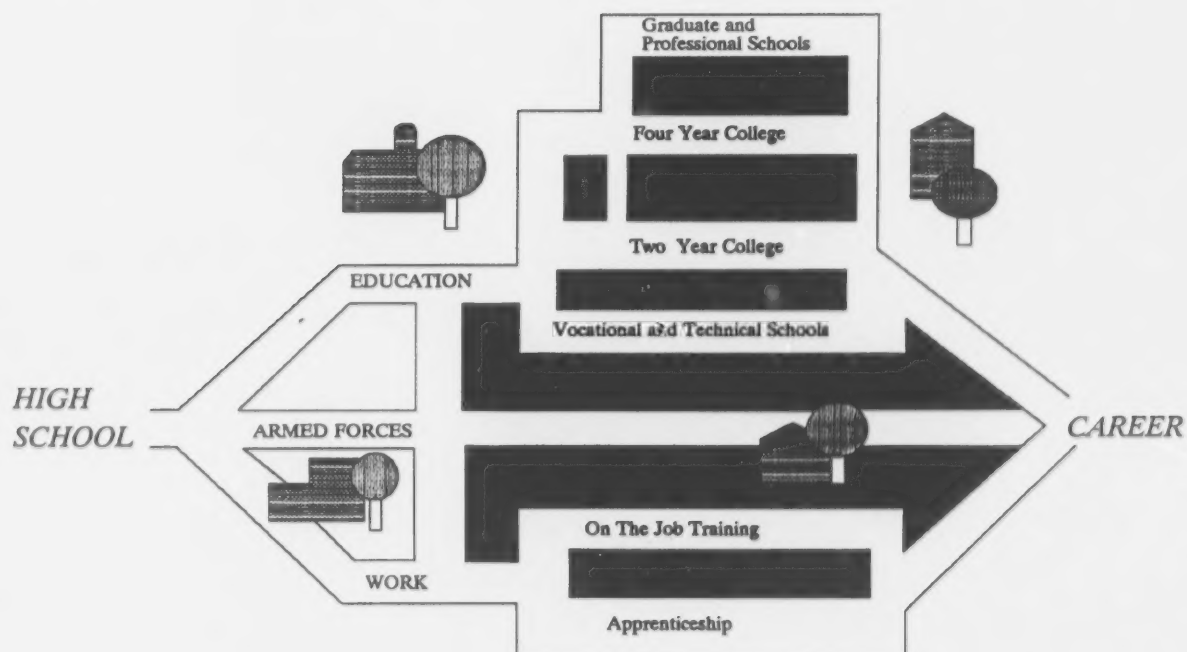
You are now getting organized and are ready to move from daily accomplishments to monthly planning. Fill in the following chart for the year using the information found on your flow charts. Knowing a specific date for completion of the goal, write in each month the objectives to be completed. This chart could be enlarged and placed on the wall and the daily lists determined from these objectives. This is organized as a school year. Do what is most convenient for you. Establish a one, three, or five year plan; whatever is necessary for you to reach your goal.

GOAL SETTING CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY
MARCH	APRIL	MAY
JUNE	JULY	AUGUST

LIFEPLAN

FROM HIGH SCHOOL TO CAREER



Study this diagram. Using the information you have gathered, draw in your route with a colored pencil.

Source: Bureau of Labor Statistics Exploring Careers, Bulletin 2001, p. 25.

THE TRAINING

Your research and study will indicate what training beyond high school will be needed for you to accomplish your goal. Over 50% of all jobs require training beyond high school, but less than four years of college.

Your training will fall into one of the following categories:

Military training

Apprenticeship program

Business or vocational-technical school

Community college

Four year college or university

MILITARY TRAINING

Army, Navy, Air Force, Marines? If military training is your choice, be sure that you understand the full meaning of the commitment. Know what you hope to gain from the military, what training program you plan to follow and precisely what the military will expect of you--including the possibility of combat. Be aware of the opportunities for officers' training and the advanced specialty classes. Fulfill the requirements for acceptance and enlistment realizing that the popular occupations are difficult to get into. The qualified are chosen on a first-come-first-served basis.

There are many advantages to military service: these are in direct proportion to the amount of time you serve -- as you give, so shall you receive. Military life requires a long term commitment and a willingness to follow orders -- if you can't stand the heat, stay out of the kitchen. Talk to your counselor and to a recruiter. Take someone with you to help ask questions.

Each branch of the service offers educational opportunities, special programs and training options. Your active duty can be from two to six years. Pay and allowances are mostly spending money considering that food, and shelter are furnished. Other benefits are special pay for certain types of duty, 30 days vacation with pay a year, free legal aid, free medical care for active-duty personnel and their families, and free dental care for active-duty personnel.

Each branch of the service has its unique differences, for example, the sailor has sea duty with round-the-clock watches, confined quarters and monotonous routine while the soldier has field training with the ground for a bed, canvas for roof, and the frustration that comes with consistently preparing for a battle that may never come. Promotion varies from service to service and depends on continued good service and proof of qualification.

All options are subject to change and always subordinate to the overriding purpose of the military, the defense of the country. You will always be sent where you are needed!

Talk to someone who is just in or just out of the branch of the service you are considering.

A good reference: A Young Person's Guide to Military Service by Jeff Bradley, published by The Harvard Common Press, 535 Albany Street, Boston, Massachusetts 02118, 1983.

THE APPRENTICESHIP PROGRAM

An apprentice is a worker who learns a skilled trade through practical, supervised work on-the-job in conjunction with related technical classroom instruction. Apprentices are taught the proper use, care and safe handling of the tools and equipment used in connection with their work. The instructors are usually experienced workers in the trade. While working and acquiring an important skill, the apprentice is a regular part of the work force and is paid during the training period. Apprentices are usually paid 50% of the craftworkers' wage to start. As the skills increase, so does the pay. A person completing an apprenticeship program becomes a "journeyman" (skilled craftsman) in the trade and, when employed, will receive full pay.

Apprenticeship training is available in hundreds of occupations. The training is usually 4 years of on-the-job training and 144 hours each year of related technical instruction.

Many apprenticeship programs do not require a high school diploma for entry but employers usually prefer to hire high school graduates. Age and other requirements vary and must be carefully checked out. A physical examination and an oral interview are often considered a vital part of the application procedure.

Applications for an apprenticeship can be made to an employer, a labor union, the local state employment service office or a joint apprenticeship and training committee. This committee sets the minimum standards of education, experience and training and determines the need for apprentices. A person may enter and serve an apprenticeship under the terms of an agreement with such a committee. An agreement can also be made with an employer who can provide the variety of work experience necessary to give the apprentice the variety of instruction required to learn the craft and assure relatively continuous employment.

Selection of apprentices is made on the basis of qualifications alone without regard to race, color, creed, national origin, sex, or occupationally irrelevant physical requirements.

Federal and state governmental agencies establish basic requirements which must be met for apprenticeship programs to receive official recognition. Apprentices who successfully complete their training in such programs are certified by a government-issued certificate of completion. The United States Department of Labor's Bureau of Apprenticeship and Training assists in the formulation of these apprenticeships.

U.S. Department of Apprenticeship and Training

Department of Labor

Washington, D.C. 20202

VOCATIONAL-TECHNICAL SCHOOLS

Vocational-technical education answers the need of business and industry for skilled workers. There are fewer and fewer jobs available for the unskilled. Many jobs do not require a college education but do require a high degree of specialization. The main objective of vocational-technical schools is to offer training that will enable students to learn a trade or skill in a relatively short period of time. The average course lasts about 40 weeks.

The main advantage of these schools is their ability to respond to the marketable skills needs of the work world. The main disadvantage is that such course work is often expensive. Check into the accreditation of any such school before enrolling. Accreditation is given to the best schools from the National Association of Trade and Technical Schools (NATTS) or from the Association of Independent Colleges and Schools.

Vocational training programs change rapidly in a world of changing technologies. Courses, costs and even schools change as new vocations are created and new innovations affect old ones. The computer revolution will have a strong impact on vocational-technical training with changes occurring every day.

Vocational education in high school is increasing in importance and substance. Students interested in such training should take full advantage of the courses offered in their high schools. The alert, well channelled high school graduate will have skills that are of real value in the work world.

Training is the acquiring of useful habits, taught to you by someone who knows how, who shows you the motions and sets up a routine for repeating them until they are learned. This is often the shortest and quickest route to success in a particular job or occupation.

Vocational-technical schools have been established to provide well-organized, well-equipped programs of training at all levels and in numerous areas.

THE COMMUNITY COLLEGE

The community college is a two-year institution established to meet the varied needs of the community it serves: (1) to prepare students for employment in semi-professional, occupational, and technical fields, (2) to offer the first two years of study toward four-year baccalaureate degree programs, (3) to provide students with general education, (4) to provide counseling services designed to assist students in self-evaluation and in realizing their maximum potential, (5) to serve as a cultural center for the community, and (6) to provide opportunities for persons to advance their skills and increase their general knowledge through continuing education.

If your specific vocational interests can be served at the two-year school, study the various programs and enroll in the one that best meets your needs. If meeting college costs is a consideration, enrolling for two years in a local school can defray these expenses. Community college courses are usually much less expensive than those offered in the specialized vocational schools.

Community colleges may have a more flexible attitude toward grades and requirements but their courses and grading systems must meet the standards of other universities for purposes of transfer. To be certain your work will receive credit ask the school to which you plan to transfer.

One community college described itself as an "educational shopping center" offering students a chance to look around without the high costs associated with larger four year institutions.

THE FOUR YEAR COLLEGE

The classic meaning of education is the "coming out" or "bringing forth" of the best that is in the human being. Although education can take place anywhere, it is probably true that the four year school offers the best opportunity. There, the work of good teachers makes learning exciting and provides some of the most powerful of the experiences that help students grow toward adulthood. The liberally educated person is the man or woman who has learned how to learn, who can always pick up a skill that becomes essential.

Before deciding to attend a four year college, ask yourself: "Do I like to talk about ideas or find new ways to solve old problems? Do I have the ability to cope with the frustrations of college? Do I have exceptional athletic, musical, artistic, or other talent? Would it be best developed at the four year college or given more opportunity at the community college? How important is it to me?"

Think about your goals and ambitions; understand your intellectual abilities, interests and creative skills; know that the four year college is the only route to certain professional degrees.

What the college experience provides beyond the attainment of expertise in a particular field, and a bachelor's degree is the capacity to think independently and to appreciate the variety and complexity of the surrounding world. College is only the starting point of an education. The college student will seek to take advantage of every opportunity to develop a disciplined, imaginative mind capable of commitment to projects of value throughout his/her life.

COLLEGE CHOICE: Some factors to consider...

Each college has its own "personality". Use the following check list to help determine those characteristics important to you:

Characteristics

Important to Me:

Type of College:

Four-year, two-year,
vocational. . .

Course Offerings:

Architecture, computer
science, photography...

Size

Average class size
Student/teacher ratio

Housing

On campus dorms, sororities
fraternities, apartments...

Location

Rural, urban, close to home...

Weather

*Cost**

Tuition, board and room,
scholarships, financial aid

Competitive Atmosphere

Academic reputation

Religious Affiliation

Athletic Emphasis

Student body profile

Male, female, ethnic groups...

Characteristics

Important to Me:

Opportunities for extra-curricular participation
Athletic, student government,
Language clubs...

Study abroad

Co-operative education programs

Library facilities

You can find information about the college by interviewing recent graduates and students now attending, by visiting the college, by reading the college catalogs, and by studying such references as Barron's Index of Majors, Barron's Guide to the Two-Year Colleges, The College Handbook, Lovejoy's Profiles of American Colleges, The Handbook of Private Schools, Peterson's Annual Guide to Independent Study, other Peterson Guides and An Insiders Guide to the Colleges. There is a wealth of information waiting for you. You just have to know what you want to know.

*Check out all possible financial aid available before ruling out any college because of cost.

Some Things Worth Knowing

Getting a Head Start on College

Advanced Placement (AP)

You can enter college with credits already on your record. This can be accomplished by taking college-level courses in your high school or at a neighboring college and by taking an examination and thus demonstrating your knowledge to the college of your choice. If you take--and pass--enough AP examinations, you may be able to enter college as a sophomore, saving yourself a year of college and a lot of money.

There are 24 AP examinations in 13 subject areas. Over one-quarter of the nation's high schools offer courses in one or more of the AP subject areas. More than 1,500 colleges allow the credit. If for example, you took a year long English or math course in high school and received a good test score on the May exam, (usually a 3 on a scale of 1-5) you may qualify for college credit or advanced standing.

Find out if your school offers AP courses and if the college you are interested in grants AP credit.

College Level Examination Program (CLEP)

This is a national program designed to give credit to students who learn on their own, outside the classroom. CLEP offers five General Examinations and thirty subject examinations and measures knowledge equivalent to that given in introductory college courses.

The general examination covers five basic areas of study: English composition, humanities, mathematics, natural sciences, and social science/history. The subject examinations measure your knowledge of an area that would be offered as a particular college course, such as American literature, trigonometry, or microbiology.

Hundreds of colleges and universities grant credit based on CLEP scores; credit earned from successfully completing the entire series is comparable to a full year of college.

For more information on AP and CLEP see your guidance counselor or write to College Level Examination Program, Box 1822, Princeton, N.J. 08541.

More Things Worth Knowing

Tests

PSAT/NMSQT

The Preliminary Scholastic Aptitude Test, a shortened version of the SAT is offered in the junior year and serves as the National Merit Scholarship Qualifying Test. The test consists of two parts: one testing verbal skills and the other testing mathematical skills; each takes 50 minutes. The top scoring students in every state are considered for a national scholarship worth from \$1,000.00 to \$16,000.00.

This test will help to analyze your present ability to do college work and is good practice for the SAT. With this test application is an opportunity to apply for the College Search Service, which connects you with colleges that will send you information on their programs, admission requirements and financial aid opportunities.

SAT

The Scholastic Aptitude Test is a three-hour test of objective questions designed to measure your ability to do college work. It is composed of a verbal section and a mathematical section. The verbal section consists of multiple-choice questions and is designed to test your understanding of what you read, the extent of your vocabulary, your ability to interpret and relate ideas, and your ability to reason logically and to draw conclusions correctly.

The mathematical questions test your ability to use and reason with a number of mathematical concepts. It is not a matter of memorizing formulas but rather the ability to apply mathematical reasoning to new situations.

The SAT is given at certain times and at specific locations around the country. There is pre-registration and a test fee required. If "walk-ins" are allowed, there is an additional fee. The SAT scores are sent automatically to each student who has taken the test; the student's high school or the colleges to which the student is applying will only receive copies of the SAT score report if the student designates. The average SAT scores on a national basis are somewhere between 400 and 500 reported on a scale of 200 to 800. Most colleges do not officially announce any cut-off points for SAT scores.

Included in the SAT is The Test of Standard Written English (TSWE), a 30 minute exam that tests students' knowledge of the mechanics of written English. It is given along with each SAT, but scores are provided separately because the TSWE is used primarily as a guide for placing students in English classes rather than for admission purposes.

ACT

The ACT Assessment is a service of the American College Testing Program. This test is designed to provide an assessment of the student's general educational development. The ACT consists of a test section, the Student Profile Section (SPS), and an interest inventory section. The test section consists of four subject area tests: English, mathematics, social studies, and natural sciences. Students receive five scores on the test sections, one for each academic area and one composite score, which is an average of the scores on all the academic area tests.

Students also fill out the Student Profile and Interest Inventory sections. These give you the opportunity to describe yourself with respect to background, interests, aspirations, special skills, areas of recognized weakness, financial situations, accomplishments and the specifics related to college choices. These are completed at home as part of the registration. These results are reported back with the test scores. Copies are sent for the student and for the high school records. The total reports are sent to the colleges designated by the student. The ACT score level ranges from 1 to 36. Although college board scores are important, college admission is also based on such factors as high school grades, class rank, and personal qualities that are obtainable from the application form, the personal interview and the letters of recommendation.

Determine the tests required by the colleges of your choice and meet the registration and test dates. Ask your counselor **EARLY** in your Junior year about these exams, the dates, fees, etc. Also, find out about test study sessions.

The military academies, and schools with early admission policies would need test results early in the Senior year. It is best to have taken the test on the spring date.

SCHOLARSHIP CRITERIA

The following are some specific examples from a Merit Scholarship Application indicating the need for all of this record keeping, clipping and filing:

...awards will be based on the following criteria:

Academic achievement	85 points
Leadership potential	5 points
School/community involvement	10 points
	100 points

The selection committee is looking at:

Grade point average
Offices held
Committee responsibilities
Test scores
Relationship to others
The difficulty of the class selections
Clubs and organizations
The variety in class selection
Sports
Personal contributions to the world in which you live

APPLICATION REQUIREMENTS

Bound application, including exhibits, letters and entry form, must be confined to 15 pages, one side only.

Exhibits evidencing notable achievements in scholarship, leadership, athletics, dramatics, literature, and community service may be attached. (These are the "proof" you have copied and stored).

Application must be postmarked on or before March 15th of the current academic year. (Don't miss the deadline!)

EXHIBITS

A statement of not more than 300 words prepared by the applicant. It should summarize school and out-of-school activities and accomplishments, the applicant's goals and objectives for higher education and the reasons they believe they are qualified for the scholarship award. (Refer to Data Sheet and Handbook pages on skills, goals, and accomplishments).

A certified education history of the applicant from ninth grade to date of application.

Copies of college test scores, ACT, WPCT, and/or SAT. (All of these are available from the counselor and/or principal...be aware of the test dates).

Comprehensive letters of recommendation stating character, personality and academic achievement of the applicant from at least one but not more than two persons in authority at the high school of the applicant.

One letter of endorsement from a community leader, not related to the applicant, who has had an opportunity to personally observe his or her character, industry and purposefulness. (Give your references a copy of your Data Sheet with the records of your achievements and participation; it will make their letter easier to write and more effective).

A tip for teachers: Locate the pamphlet. Writing Effective College Recommendations: A Guide for Teachers, by Thomas C. Hayden, paper \$1.25, ISBN 0-87866-276-6.

RENEWAL CONDITIONS

The following criteria must be met for renewal of the Merit Scholarship Award during the four years the recipient attends college:

A minimum grade point average of 3.25 out of 4.0.

Full-time student status in a four-year college or university.

Satisfactory progress toward a college degree.

One one-year leave of absence is allowed during college or university attendance. Leave of absence cannot be exercised on quarterly or semester basis over four-year period of scholarship.

Many scholarships can be renewed. Understand and meet all criteria. Maintain good grades; seek tutoring, if necessary.

EXPECTATIONS

WHAT IS EXPECTED OF YOU?

It is always best to know "up front" what is expected of you. The following is considered the most appropriate for students seeking college admission. It is compiled from: A Memo to Secondary Schools, Students and Parents, Stanford, Office of Admissions, Stanford University; Admissions Requirements for Oregon State System of Higher Education and the Mathematical Association of America.

SECONDARY SCHOOL REQUIREMENTS FOR COLLEGE ENTRANCE

Grades 9-12

ENGLISH: All four years of preparatory composition and literature with emphasis on the frequent practice of writing expository prose.

MATHEMATICS: Shall include one year of algebra, one year of geometry, a third year of college preparatory mathematics which means a second year of algebra, and preferably, a fourth year of mathematics which includes one year of precalculus mathematics, and the equivalent of one semester of trigonometry.

HISTORY: At least two years, including a year of American History, one year of global history (world history, geography, etc...), and one semester of government. Such courses would include the writing of essays, and the examinations should be at least partially of the essay-type.

SCIENCE: One or more years of laboratory science. Prospective science or engineering majors would benefit from having taken both physics and chemistry and as advanced a level of mathematics as possible.

FOREIGN LANGUAGE: Three years of one foreign language is preferable. The study of a foreign language ought to include the development of the four basic skills: reading, writing, speaking, and listening comprehension.

THE ARTS: Some study of music or art or both is desirable.

It must be stressed that the concern of the college is with the content of the courses and the skills developed within the courses as much as with the particular disciplines suggested.

Freshman Admission Requirements

To be eligible for admission to the university as a freshman, students must meet the subject requirement, scholarship requirement, and examination requirement described on this page.

Subject Requirement

To satisfy this requirement, students must have successfully completed a specific sequence of high school courses in the subjects listed below.

These required high school courses are often called the "a-f subjects." To be accepted by the university, they must appear on a list certified by the high school principal as "Courses to Meet Requirements for Admission to the University of California."

It will take fifteen units of high school work to complete the subject requirement. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school.

It is beneficial to students to complete more than the required fifteen units of academic work. The following is a list of required and recommended subjects to be taken in grades nine through twelve:

a-f Subject Requirements

(Please see the other side of this sheet for detailed information.)

- a. U.S. HISTORY/GOVERNMENT
(One year required)
- b. ENGLISH: Composition, literature, etc.
(Four years required)
- c. MATHEMATICS: Elementary algebra, geometry and intermediate algebra
(Three years required; four recommended)
- d. LABORATORY SCIENCE: Biology, chemistry, physics, etc.
(One year required; three recommended)
- e. FOREIGN LANGUAGE: Spanish, French, etc.
(Two years of the same language required; three recommended)
- f. COLLEGE PREPARATION ELECTIVES: History, English, advanced mathematics, laboratory science, foreign language, social studies, and visual and performing arts.
(Four years required)

Scholarship Requirements

In calculating an applicant's grade-point average for admission, the university will use only the grades earned in the "a-f" courses taken in grades 10 through 12. These grades are counted as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points.

The grades earned in a a-f subjects taken in the ninth grade or earlier will not be used to calculate the grade-point average for admission. However, these courses will be used to meet the Subject Requirement, if they are completed with grades of "C" or higher.

Any a-e course in which you received a grade of "D" or "F" must be repeated with a C grade or higher or, in sequential areas of mathematics, chemistry, and foreign language only, validated by successful completion of advanced coursework.

The grades earned in the required third year of mathematics (intermediate algebra) will be used only if they improve the applicant's grade-point average.

Two of the four units in elective courses used to satisfy the "f" requirement must be completed with a grade of C or higher, and all four units must be accepted by the high school for graduation. The best grades earned in any two of these units taken in grades 10 through 12 will be used in computing the applicant's grade-point average for admission.

The grades earned in up to four units of work in courses that are (1) certified by the high school as offered at an honors level, and (2) taken in the last two years of high school, will be given extra weight in computing the grade-point average for admission. Grades in honors courses will be counted as follows: A=5 points, B=4 points, and C=3 points.

To be counted, these grades must have been earned in honors courses in history, English, advanced mathematics, laboratory science, and foreign language. Courses in these subjects that prepare students for The Advanced Placement Examination of The College Board are examples of honors courses.

Examination Requirement

All freshman applicants must submit test scores, as described below.

1. One aptitude test, either a or b:
a. Scholastic Aptitude Test (SAT)
b. American College Test (ACT)
The composite score will be reported
2. Three College Board Achievement Tests (ACH). These must include (a) English composition; (b) Mathematics, Level 1 or 2; and (c) one test from English literature, foreign language, sciences, or social studies.

Freshman Eligibility Index

a-f GPA	ACT ¹ Composite	SAT ² Total
2.78	35	1600
2.79	35	1580
2.80	34	1550
2.81	34	1530
2.82	33	1510
2.83	33	1480
2.84	33	1460
2.85	32	1440
2.86	32	1410
2.87	32	1390
2.88	31	1370
2.89	31	1340
2.90	30	1320
2.91	30	1300
2.92	29	1270
2.93	29	1250
2.94	28	1230
2.95	28	1200
2.96	27	1180
2.97	27	1160
2.98	26	1130
2.99	26	1110
3.00	25	1090
3.01	25	1060
3.02	24	1040
3.03	24	1020
3.04	23	990
3.05	22	970
3.06	22	950
3.07	21	920
3.08	20	900
3.09	19	880
3.10	18	850
3.11	18	830
3.12	17	810
3.13	16	780
3.14	15	760
3.15	14	740
3.16	14	710
3.17	13	690
3.18	12	670
3.19	11	640
3.20	10	620
3.21	09	600
3.22	09	570
3.23	08	550
3.24	08	530
3.25	07	500
3.26	07	480
3.27	06	460
3.28	06	430
3.29	05	410

¹ACT is scored in intervals of 1 point from a minimum of 1 to a maximum of 35.

²SAT is scored in intervals of 10 points from a minimum of 400 to a maximum of 1600.

97

Freshman Admission Requirements

a-f Subject Requirements	Grade	7th	8th	9th		10th		11th		12th	
	Semester	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
a. U.S HISTORY/GOVERNMENT (One year required) One year of United States history or one-half year of United States history and one-half year of civics or American government (taken in the ninth grade or later).											
b. ENGLISH (Four years required) Four years of college preparatory English - composition and literature (All English courses must require frequent and regular practice in writing expository prose compositions of some length. Also, not more than two semesters of ninth-grade English will be accepted for this requirement.											
c. MATHEMATICS (Three years required; four recommended) Three years of mathematics - elementary algebra, geometry, and intermediate algebra (Mathematics courses taken in grades 7 and 8 may be used to meet part of this requirement if they are accepted by the high school as equivalent to its own courses.											
d. LABORATORY SCIENCE (One year required; three recommended) A year course in one laboratory science - biology, chemistry, physics, etc. - taken in the tenth grade or later.											
e. FOREIGN LANGUAGE (Two years of the same language required, three recommended) Two years of one foreign language in courses that provide instruction in grammar, vocabulary, reading and composition, and that emphasize the development of aural and oral skills. (Foreign language courses taken in grades 7 and 8 may be used to meet this requirement if they are accepted by the high school as equivalent to its own courses).											
f. COLLEGE PREPARATORY ELECTIVES (Four years required) Four units in addition to those required in a. through e. above, to be chosen from at least two of the following subject areas: history, English advanced mathematics, laboratory science,** foreign language, social science, and visual and performing arts. (In general, elective courses should aim to improve a student's analytical ability, promote artistic development and strengthen written and oral skills).											

*Grades earned in required academic courses taken in the ninth grade or earlier will not be used in calculating the grade-point average for admission.

**A general science course taken in the ninth grade as preparation for a laboratory science course is an acceptable elective. However, the course cannot be used to satisfy the "d." requirement.

Just So You Know...MORE ABOUT MATHEMATICS

from the Mathematics Association of America

How much mathematics do you need for a job?

You will need at least two years of high school mathematics, beginning with one year of algebra, in order to work effectively as a...

policeman

fireman

bank teller

hotel desk clerk

postal clerk

electrician

machinist

construction worker

carpenter

brick layer

social worker

dental assistant

medical assistant

cabinet maker

plumber

You will need at least three years of high school mathematics, beginning with one year of algebra, in order to work effectively as a...

computer programmer

mental health worker

draftsman

accountant

home economist

teacher

dental hygienist

medical secretary

pharmacist

forestry aide

sociologist

dietician

physical therapist

nurse

photographer

You will need at least four years of high school mathematics, two of algebra, one of geometry, and a year of precalculus mathematics, if you wish to work effectively as a...

airline pilot	geologist
veterinarian	statistician
physician	chemist
medical researcher	astronomer
political scientist	mathematics teacher
biochemist	economist
engineer	computer scientist
meteorologist	

These and many other jobs require further mathematics in college, such as...

calculus	numerical analysis
differential equations	game theory
probability	linear programming
	mathematical modeling

We are living in a computer age and must learn to deal with the ever increasing amounts of numerical information turned out by computers. Most present-day jobs are more quantitatively oriented than in the past.

If you want to get and hold a job, if you want to become an effective citizen, you must learn to handle and understand numerical information and to deal with statistical arguments.

When you plan your high school program, be sure to include courses dealing with statistics and computer mathematics. Such choices are particularly important if you will not be going to college.

Take as much math as possible in high school. The classes do not require tuition and you will have more time to study than you will ever have again. Having more mathematics than required will be an advantage in the job hunt.

One of the biggest roadblocks in undertaking new educational or training goals is poor preparation in math. Math courses in high school are referred to as the "critical filter"--those who cannot get through are not qualified for many technically oriented careers. This is especially true for the girls. "Math anxiety" has been a major factor in deterring women from highly paid professional positions.

Even if your plans are more toward a liberal arts education, college admissions officials favor grades in difficult courses, such as math.

"Math anxiety" can be lessened when you consider math ability, not as an inherited trait, but as specific skills that can be learned.

PREPARING FOR COLLEGE

If college is your choice--be prepared! Following is a list of some things to be done in high school to get ready for college. Use this as a guide to make the system work for you. Write these items on your "Charting The Action Calendar" and add to them constantly.

FRESHMAN YEAR:

1. Look at your personal interests, abilities and values and see how they match up with various career and educational possibilities. See your counselor and teachers for help in exploring different careers and educational programs. **WORK OUT YOUR "LIFE DESIGN" IN THIS HANDBOOK!**
2. Spend time in the library reading everything on careers, educational opportunities, college requirements, etc.
3. Become involved in school activities that interest you. Be an active, creative participant; assume leadership positions.
4. Look up the requirements for the careers that interest you (Plans A-B) to be sure you are getting the best possible background in high school.
5. Begin planning now for how you will meet college costs.
6. **TAKE YOUR SCHOOL WORK SERIOUSLY! KEEP UP YOUR GRADES!**

SOPHOMORE YEAR:

1. Develop reading, writing, math, typing, study and research skills. Take a computer class.
2. Continue to investigate career guidance programs. Feed this information into your life design.
3. Interview those working in careers that interest you. Learn what they like/dislike about the field; find out about the challenges and opportunities. Be prepared; know what you want to know!

JUNIOR YEAR:

1. Choose the type of institution you want to attend, i.e., four-year college (private or public), community college, vocational school.
2. Write the colleges that interest you. Ask to be put on their mailing list and for specific information about programs in your area of interest.
3. Take one of the college entrance examinations (SAT, ACT...) during the spring of your junior year or fall of your senior year. Know which test is required by 'your' college. Check out the application and test dates.
4. Know if the college of your choice has an early admission policy, if so, take the examination in the junior year.

SENIOR YEAR:

1. If possible, visit the campus of any school you are considering. Visit classes, talk to current students, take the campus tour and check out the residence halls. If the school is out of your area, make a list of important questions, call an admissions counselor and get firsthand information. Talk to someone who attends/attended.
2. File the necessary applications for admission to the school(s) you are considering during December to assure best financial aid and housing. Be aware of the dates for early admission, if you are sure of your college choice.
3. Have your counselor send copies of your high school transcript and test scores to the college admissions office.
4. Research community scholarships, national tuition awards and other types of financial aid. Apply early, often and with great care.
5. Investigate the College Level Examination Program (CLEP). For a small fee, compared to tuition fees, you can earn up to 45 college credits before you even begin to take college classes. Ask your counselor about this early in your senior year.
6. During January, file the Financial Aid Form (FAF). Follow the directions carefully.
7. Check to see if 'your colleges' require any financial aid forms, other than the FAF. Fill out financial aid applications carefully and mail promptly.
8. Make final college selection and submit confirmation deposit.
9. Submit any housing application and/or deposits.
10. Study the college catalog and make a tentative first year class schedule.

List every scholarship for which you could be eligible. (Compile this information at the end of the junior year or very early in the senior year).

Scholarship	Requirements	Deadline	Date Mailed

CHARTING THE ACTION CALENDAR

SEPTEMBER Register for PSAT/NMSQT. Choose type of education after high school: 4 year public college 4 year private college - Vocational school - Community College - Military Service - Apprenticeship Write for information catalogs, etc. If military - Know test date, requirements, application procedures for Academy	OCTOBER Take PSAT/NMSQT Use a computer college search program. Read college/career handbooks. If apprenticeship: Ask counselor about contacts in areas of interest. Investigate Advanced Placement (AP) and College Level Examination Program (CLEP). English (CLEP) Exam given.	NOVEMBER Update your file: Include all activities, sports, academics. . . Be sure you are meeting all requirements for college entrance
DECEMBER Use a day of vacation to review your handbook, fill in the flow charts, and set new goals. PSAT/NMSQT scores are returned and interpreted. Talk to a counselor and understand what they mean to you.	JANUARY Calculate Grade Point Average (GPA) and know your rank in class.	FEBRUARY Ask about Spring test date for SAT. Register early for SAT. Begin scholarship search.
MARCH Register to take Advanced Placement (AP) Exams.	APRIL Study for SAT Exam.	MAY Take SAT for schools with "early admission" and for military academy. Read some good books. Take AP Exams.
JUNE Make an appointment for senior pictures. Take CLEP Exams.	JULY	AUGUST <i>Careful and early planning is essential to avoid missed deadlines.</i>

JUNIOR YEAR

CHARTING THE ACTION CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY
MARCH	APRIL	MAY
JUNE	JULY	AUGUST

CHARTING THE ACTION CALENDAR

SEPTEMBER Register for SAT. Continue scholarship search. Write to "your" college for catalogs and applications... Investigate CLEP, participate in it. Visit colleges, see an advisor, attend open house.	OCTOBER Ask for letters of recommendation (give them completed activity sheets for reference and stamped envelopes). Update file. Complete this handbook. Write or rewrite the essay on the college application. Talk to others who have or are attending "your" college of choice.	NOVEMBER Take SAT. November 1-15th: Test scores and applications due for "early application decision". Fill out scholarship applications. Interview someone employed in "your" field.
DECEMBER Family complete financial aid forms (FAF/FFS). Apply to four year, community, vocational college. Check with college on special tuition assistance deadlines. December 15th: often application deadline for selective colleges.	JANUARY January - May mail financial aid forms. Ask counselor to send transcript to college. Men 18 must register for the draft to receive financial aid. Register to vote if 18.	FEBRUARY Play "catch up". Study college catalog. Military: Stay in contact with recruiter/admissions officer for details of enlistment, responsibilities, etc. Apprenticeship: Learn about opportunities in field and methods of application. Vocational: If there is a waiting list, be on it.
MARCH Work out your tentative college schedule. Register to take (AP) Exams.	APRIL Selective college acceptance decisions due. Submit housing/tuition deposits as requested. Application deadline for many colleges. If accepted by several colleges, make your selection and notify all others. If put on a waiting list, call, visit or write director of admissions regarding any recent academic or other achievements.	MAY Take (AP) Exam.
JUNE Graduate from high school! Take English (CLEP) Exam. Read. Review math. Get a summer job if possible in field of interest.	JULY	AUGUST <i>Careful and early planning is essential to avoid missed deadlines.</i>

SENIOR YEAR

CHARTING THE ACTION CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY
MARCH	APRIL	MAY
JUNE	JULY	AUGUST

TENTATIVE COLLEGE SCHEDULE*

Based on a careful study of the college catalog, an understanding of the core curriculum, the quarter/semester system, the requirements for your major field of study, etc...

Freshman Year

First Quarter	Second Quarter	Third Quarter
---------------	----------------	---------------

Sophomore Year

First Quarter	Second Quarter	Third Quarter
---------------	----------------	---------------

*A college advisor will work with you to decide actual classes; time schedules, and specific requirements. This list may require changes.

TENTATIVE COLLEGE SCHEDULE

Based on semester system:

Freshman Year

First Semester

Second Semester

Sophomore Year

First Semester

Second Semester

College Application

To be considered as a candidate for admission to any college or university, it will be necessary for you to complete an application similar to the following application form.

This example typifies the data required of applicants for a prestigious private school. Up until this point you have been collecting the information necessary to fill in this application, therefore you should be able to complete this task with ease.

Think about a reply to each statement or question on the application and compose an academic response. This is a worthwhile exercise even if the application to the college of your choice is not so detailed.

Sample Application

Office of Admissions and Financial Aid
College Hall
123 Best College Street
Waterville, Washington 50500
(619) 280-1828

FINAL APPLICATION

Valid for entrance in September 2000 only.
Postmark by November 1, Early Action
January 1, Regular Action

Please return promptly to insure thorough consideration.
Application incomplete without this material.

Early Action _____ Regular Action _____ (check one)

No additional fee is required but please be sure that the application essay accompanies this form.

A. Introduction Information:

- Legal name (please print): _____
or type _____ Last _____ First _____ Middle (Complete) _____ Jr., etc. _____
- Permanent home address: _____
Number and street _____ County _____
City or town _____ State (or province and country) _____ Zip Code _____
Canadian residents please enter your Mail Code _____
Telephone number _____
Area Code _____ Number _____
- Name of your current school: _____
Address: _____
- If you have ever attended, or are now attending, another school or college (including summer school), please fill out the box below and have a transcript sent to us. (This application cannot be used by students who will have completed by the summer of 2000 at least one full academic year at another college in pursuit of a degree. Such students should write to the Admissions Office for transfer application forms. Note: Transfer restriction does not apply to non-degree course work taken for enrichment.)

Name of School or College	Location	Name of Course(s)	Dates of Attendance

- Have you ever been dismissed or suspended from school? _____ If yes, please explain the circumstances on a separate sheet of paper.
- Are you graduating from secondary school early or without a diploma? _____ If yes, explain on a separate sheet of paper.
- If you have served in the Armed Forces of the United States please forward a photostatic copy of your discharge.
- Enclosed with this application are two Teacher Report forms. Please complete your portion of the forms and give them to two teachers of ACADEMIC COURSES who know you well. For your teachers' convenience provide stamped envelopes addressed to this college admissions office. To aid in checking your application for completeness, please give the teachers' names here:

B. Academic Information

- Class Rank (if available): Number _____ in a class of _____. (If precise rank is not available, please give some other indication such as "top tenth," "top quarter," etc.)
This rank covers a period from _____ month _____ year to _____ month _____ year
- The Scholastic Aptitude Test and three Achievement Tests offered by The College Board are required for admission. When you register with The College Board for these tests it is your responsibility to request that the results be sent to this college.
In the spaces provided below please indicate the dates on which you took or will take the examinations and your scores if available:

PSAT

SAT

ACHIEVEMENT TESTS

ACHIEVEMENT TESTS

Verbal	Verbal	Math	Date	Subject	Score	Date	Subject	Score	Date
Math	Verbal	Math	Date	Subject	Score	Date	Subject	Score	Date
Section Score				Subject	Score	Date	Subject	Score	Date

3. Advanced Placement

Are you enrolled in any special course(s) which will qualify you to take one or more College Board Advanced Placement Tests in May? (Advanced Placement courses are not required for admission. Sophomore standing eligibility, however, is based exclusively on a satisfactory score in three or more College Board Tests.

If so, or if you have already taken Advanced Placement Tests, please name them, the test date, and your scores, if available.

Test	Date	Score	Test	Date	Score	Test	Date	Score
------	------	-------	------	------	-------	------	------	-------

4. The Test of English as a Foreign Language (TOEFL) is suggested, where appropriate, for candidates whose first language is not English.

TOEFL Score	Date
-------------	------

5. Please complete either or the following:

- A. List the books you have read during the past twelve months. Place an "x" after those required in school courses. Summer reading suggested by a department at school should be listed without an "x". List at the end of the magazines and newspapers you read regularly. (A separate sheet with your name on it may be used if necessary.)
- B. List the four or five books that have made the greatest impact on you and briefly discuss one of them.

6. What languages other than English can you speak, or write? Please list languages with (S) = Speak, (R) = Read, (W) = Write

7. Please use the space below to discuss briefly the one or two academic experiences (e.g. a book, or paper you have done; a specific course or subject taken in school) that have meant the most to you during your secondary years.

8. In the space below, write a brief statement describing your academic goals while at this College.

C. Extracurricular Activities:

1. Please use the space below to discuss the one or two extracurricular, work, or community activities that have meant the most to you during your secondary school years.
2. Write a brief statement describing the one or two non-academic activities you would most like to pursue while at this college.

D. Addendum:

The space below may be used if you wish any additional comments. For example, if there are any special academic problems that you feel have not been adequately addressed in this application, please amplify.

E. Application Essay:

On the following page please write a brief essay of 200-500 words on any topic which is of direct personal importance to you. If you prefer (or in the event this space becomes smudged or unusable), feel free to complete the essay on an attached sheet of paper. The following are a few of the topics that have been used in past essays, but it is by no means an exhaustive list, and good essays can be written on any subject: unusual circumstances or background factors in your life; a scientific or engineering problem you have worked on or would like to solve; high or low spots or turning points in your life thus far; a dramatic, movie, or television production that has had a great impact on you; a particularly rewarding academic or learning experience; the best or worst features of your secondary school; travel or living experiences in other countries; your home area as a place to grow up; a recent development in your school or community and your reaction to it; your family; friends or another person who has had a great effect on you; a significant action of yours and its consequences; a question we should have asked on our application forms.

E. Application Essay (please see directions on the previous page).

F. Signature and Date (signed) _____ **Date** _____

The following paragraph is an example of a student's response to one of those hard to answer essay questions that appear on scholarship and college applications:

Question.

Describe the personal quality or trait that you possess, which you most value. Limit your answer to the space provided. (Paragraph form)

Answer.

Of all my personal traits, the one I value most would have to be my curiosity. I am always interested in learning new things and gaining insight into the world around me. I have never taken a class in high school that I did not want to be in, and I try not to limit my studies merely to the classwork assigned. I believe that my keen interest in learning has been the main reason for my success in high school, and that it will bring me continued success in college as well as in the rest of my life. I spend a lot of my spare time studying things like world history or my particular interests in math and science. I enjoy doing research on my large stamp collection, which helps me learn more about geography, as well as the people, events, and other subjects depicted on the stamps themselves. I also have a personal computer on which I like to spend time programming in different languages. Curiosity is the reason I have chosen biochemistry as my major area of study in college. In this field I will be able to research new fronts of knowledge and technology that no one has learned before. My life would certainly be without purpose if I had no curiosity or interest in learning more about the world in which I live.

More answers to those tough scholarship/college application questions:

Question.

What educational and career goals have you established?

Answer.

I have chosen Hotel and Restaurant Administration because it is a rapidly growing field offering exciting opportunities for those with a Bachelor's Degree in Hotel Management. Such an industry offers a wide variety of career choices, challenges and opportunities for advancement. Because of the heightened business travel and convention activity, there will be opportunities in sales, public relations, accounting, and general management. I plan to work in the hospitality field while attending college, and this experience will help me decide which area holds the most interest for me. I work well with others, have a good general education, and possess sufficient skills to hold an entry level position.

I have a strong sense of responsibility, am goal oriented, and accomplish the tasks I set for myself. By applying myself in college and taking advantage of the wide variety of courses offered in Hotel Administration, I feel I will be prepared for a well-paid, satisfying career.

I have decided to enroll in Washington State University to take advantage of its strong program. I plan to transfer to Seattle University as a junior because Seattle, a large metropolitan center, offers excellent choices for employment.

I am enthusiastic about my current career interests, and know that with proper planning and scholarship help I can accomplish my goal.

The following sample letters were written for students by faculty members. As you read them, note the skills mentioned, especially the self-management skills, the activities included and the attitudes that were considered important.

GO TO THE LIBRARY AND ASK FOR:

A Student's Guide to College Admissions, Everything Your Guidance Counselor Has No Time To Tell You by Harlow G. Unger, Facts on File Publications, 1986.

Handbook for College Admissions, A High School Student's Guide to Understanding the College Admissions System by Thomas C. Hayden, Atheneum, 1981.

Example: Letter of Recommendation

ASHLAND PUBLIC SCHOOLS
School District #100
Maintown, Washington 98858

January 20, 199__

To: Elks National Foundation Scholarship Committee

It is with pleasure and without hesitation that I recommend Jane Doe to you as a worthy candidate for the 'Elks National Foundation Scholarship'.

I have know Jane throughout her school years. During two of her high school years, she has served as my library assistant. Jane is the best student assistant I have had in sixteen years as school librarian. She is resourceful, competent, and conscientious. She seeks opportunities to learn and is efficient in all aspects of her work.

A close family is important to her and she has devoted much time to church and family activities. Good time management has enabled her to participate in sports, to serve as editor of the school paper, as student body treasurer and as a class officer. She was the recipient of the Outstanding Junior Girl Award, a singular honor.

In addition to this busy school schedule, she has managed a part-time job averaging ten hours per week.

She was selected as Junior Class Concessions Chairman, a year long commitment to food service, a position that involved ordering, preparing and selling food, as well as scheduling personnel and keeping accurate records.

She is neat, courteous, confident and cooperative; she has follow-through. Her future goal is to be a school librarian; as such, she will be a valuable, contributing professional. I highly recommend her to you for any consideration.

Sincerely,

Heather Hastings
Ashland High School Librarian

Example: Letter of Recommendation

ASHLAND PUBLIC SCHOOLS
School District #100
Maintown, Washington 98858

January 1, 199__

Inside Address

To: The Admissions Committee, Prestige University

It is with enthusiasm and without hesitation that I recommend Connie Dollar to you as a candidate for admission to Prestige University.

I have known Connie well through all of her high school years. She served as classroom assistant and as such was efficient, accurate, and responsible. She is an attractive girl, mature, highly motivated and self-directed. She is an honor student, graduating with a 3.87 grade point average. Her academic achievement reflects her good study habits and self-discipline.

She has been active in extra-curricular activities and is an enthusiastic athlete. As advisor of the high school yearbook, I found Connie to be a cooperative, dedicated, talented staff member; one who could be counted on when needed.

Connie is self-confident. She does not hesitate to take a stand and is prepared to defend her position. She has a very high moral code; you would never question her integrity.

Connie has recently been honored by being selected as the Girl of the Year and as an Ashland High School Scholar Athlete. She will be equally successful as a college student. She will be a worthy addition to your student body.

Sincerely,

Sally Singleton
Principal, Ashland High School

JUST FOR FUN...

Review your Data Sheet, take special note of your skills and accomplishments, note your honors and awards and **WRITE A LETTER OF RECOMMENDATION FOR YOURSELF.**

Recommend yourself for a job, a scholarship, college admission...

To whom this may concern:

It is with pleasure that I recommend (your name) to you for (scholarship, college, job).

BASIC NECESSITIES

There are many stages (almost all) in your life/designing that you
NEED A JOB

This chapter outlines the basic necessities...

- » The Resume
- » The Cover Letter
- » The Interview
- » The Thank-you Note

THE RESUME

A resume is a brief, neat description of you--your skills, abilities, talents and training. It tells in detail what a valuable person you will be to the organization. They need you because...

Using all of the data you have collected, present in your resume the following information:

- ☐ Who you are
- ☐ What kind of work you want
- ☐ What you have done
- ☐ What you know
- ☐ Why you should be hired

A sample list of topics to be covered as suggested by Richard Lathrop in *Who's Hiring Who* is as follows:

- ☐ Objective
- ☐ Primary Achievements
- ☐ Related Experience
- ☐ Earlier Experience
- ☐ Summer Employment
- ☐ Observations of Superiors
- ☐ Education
- ☐ Affiliations
- ☐ Special Training
- ☐ Publications
- ☐ Personal Data*
- ☐ Physical Dimensions*
- ☐ Primary Aims and Assets
- ☐ Other Facts¹

¹Lathrop Richard, Who's Hiring Who, Ten Speed Press, 1977, p. 113.

*Note: All authorities are not in agreement: from Yana Parker's *Damn Good Resume Guide* comes the following paragraph:

"THINGS TO OMIT: ...Anything personal and unrelated to the job: age, marital status, height/weight, irrelevant hobbies. Don't include these because they can only create reasons for your resume to be screened OUT, possibly on the basis of just one person's prejudice."¹ The rules are not absolute. There is no one right way. Individualize your resume to match you to the job.

Notes for resume writing:

- ☐ Put everything in that will help to set you apart from the other applicants.
- ☐ Put your strongest assets first, i.e., if work experience is more pertinent than education, list it first.
- ☐ Use short words, short sentences and short paragraphs.
- ☐ Start most sentences with action verbs like directed, accomplished, developed, managed, saved, etc.. Use "I" sparingly.
- ☐ Add eye appeal with an interesting format.
- ☐ Double space between paragraphs. Use wide margins.
- ☐ Sharp, clean reproduction is acceptable. Accuracy is imperative!
- ☐ Highlight best attributes by underlining, centering, or using marginal leads.
- ☐ Stress ability, not experience.
- ☐ Emphasize success.
- ☐ There is no "right" way. Tailor your resume to fit you!

An additional note for serious researchers:

The library/career center will have a variety of resume guides. In addition to those already mentioned, you might ask for Resume Writing Made Easy, A practical Guide for Job Seekers, by Lola M. Coxford or Getting Hired, Everything You Need to Know About Resumes, Interviews, and Job-Hunting Strategies by Edward J. Rogers.

¹Parker Yana, *Damn Good Resume Guide*, Ten Speed Press, 1983, p. 16.

(Your Resume)
(Who Are You)

Name
Address
Telephone Number

OBJECTIVE

(What kind of work do you want)

Refer to:

Career Choices
Skills List

Tip: Apply for an entry level or part time position in the field or company or your choice. Get an early start, if possible. Many companies hire from "within".

Example: Career Choice: Hotel Management/Hospitality Service

OBJECTIVE A position as (desk clerk, waiter/waitress, apprentice chef, maid, doorman...) in which attention to detail, courtesy, a high energy level and the ability to relate well to others will be assets.

Example: Career Choice: Fashion Merchandising

OBJECTIVE A management trainee position for (direct sales/customer service) requiring a flair for fashion and style, a sense of responsibility and good communication skills.

Example: Career Choice: Computer Industry (data processing, programming/repair)

OBJECTIVE A position working for a company seeking a creative, responsible person able to produce practical solutions to problems of computer use.

Example: Career Choice: Executive Secretary/Management Position

OBJECTIVE Office assistant where typing skills, word processing ability, bookkeeping and accuracy in handling details are requirements.

Example: Career Choice: Range Management

OBJECTIVE: A forest service position where a willingness to work hard, a commitment to the preservation of our wilderness areas, and the ability to make decisions are important assets.

Example: Career Choice: Banking/Business

OBJECTIVE A position as (Clerk, teller, cashier, bookkeeper...) where willingness to learn, accuracy in accounting and integrity are primary requirements.

Example: Career Choice: Medicine/Dentistry

OBJECTIVE A position as (aide, assistant, E.M.T.) where alertness, quick response, ability to follow directions, and interest in the welfare of others are requirements.

Tip: If you are responding to a want ad, use the job description set forth in the ad.

If the job you are applying for is very specific use that wording, i.e., auto mechanic, horse trainer, telephone lineman, etc..

PRIMARY EXPERIENCE

RELATED ACHIEVEMENTS

(What have you done that qualifies you for this position)
Use any headings that seem appropriate to your situation.

Refer to:

Accomplishments chart
Action Verbs
Skills List
Employment Record

This section is the heart of your resume. From your list of accomplishments, select these that directly related to your job objective. Use the strongest examples. Include the nature of the accomplishment, the scope of your responsibility and the special skills required to do the job. Explain this to your prospective employer using the action verbs and following through with the results achieved using concrete facts and figures whenever possible.

Always remember that skills are transferable, i.e., you were an excellent advertising manager for the yearbook; you can organize the sales/ad campaign for a retail business.

PRIMARY EXPERIENCE

RELATED ACHIEVEMENTS

Examples:

Hospitality Industry

As service society fund raiser, organized three yearly banquets. Recruited volunteers, handled ticket sales, solicited food, planned menus and timed food service to move over 400 people smoothly through the lines. Netted 60% profit each year.

Fashion Industry

Designed window displays and in-store decorations for small dress boutique. Handled all after school and weekend sales. Attended a representatives' sale and selected a line of clothes to be featured for "back-to-school".

Computer Secretary

Served as part time legal secretary using the word processor, typing, filing and taking dictation.

Range Management

Maintained forest trails, serviced camp sites, led nature walks and served on fire watch for the national forests.

Banking/Business

Served as cashier for high school sports events and organized season ticket sales. As business manager for the high school yearbook, directed the ad campaign and yearbook sales. Duties included recruiting and assigning territories to sales teams, billing, and receipting all money.

Medicine/Dentistry

Served four years as basketball and football manager aiding the coach and players in both routine and emergency situations. Acted as volunteer assistant to the ambulance crew, a position which requires a knowledge of first aid, an EMT Certificate and a quick response.

EMPLOYMENT

(What you have done)

Refer to

Employment Record

List your jobs in inverse chronological order (most recent first)

For each job include:

Dates of employment (years)

Employer and nature of business

Position you held

Specific job duties including any unique assignments and use of special instruments or equipment*

Scope of responsibility--your place in the organization*

Accomplishments--outline any outstanding results

achieved, backed by concrete facts and figures*

*These items can be more or less detailed depending on what you included under primary experiences and related achievements.

EDUCATION

(What you know)

Refer to:

School information

Course listings/Special projects

List your formal education giving:

High School (may be omitted if you have an advanced degree)

Date of graduation

Major and minor subjects, other special courses

(List in detail if they relate to the job objectives and work experience is limited)

College--major, minor, degree or certificates earned and dates received

Include honors and awards

Note any special commendations received or honors conferred

Note positions of leadership

SPECIAL TRAINING

(What you know--What you can do)

Refer to:

Skills list
Technical classes/Special courses

List all your special training classes, private lessons, workshops, camps, internships, etc., (with dates) that apply to the job objective.

If an authority in the field served as an instructor, include the name.

PRIMARY AIMS AND ASSETS

(Why you should be hired)

Refer to:

Self management skills
Career goals
Commitment
Values
Priority charts

This is a convincing statement of what real value you will be to the employer.

References

State "references will be furnished upon request". Have contacted at least three people who are willing to write a letter of recommendation or will be prepared to respond to a phone call. It is preferable to have in your file three letters from persons with whom you have worked (school, community, on-the-job). Ask for them as you finish a special class, complete a project, leave a job or graduate.

Chapter Ten

References

Name _____

Address _____

Phone _____

Relationship (teacher, employer, religious/community leader) _____

Requested permission to use name (date) _____

Gave reference a Data Sheet and a stamped envelope if a written letter of recommendation was requested.

References

Name _____

Address _____

Phone _____

Relationship (teacher, employer, religious/community leader) _____

Requested permission to use name (date) _____

Gave reference a Data Sheet and a stamped envelope if a written letter of recommendation was requested.

References

Name _____

Address _____

Phone _____

Relationship (teacher, employer, religious/community leader) _____

Requested permission to use name (date) _____

Gave reference a Data Sheet and a stamped envelope if a written letter of recommendation was requested.

Carol Doe

(235) 548-1234
123 Mercer Street
Manson, Washington

JOB OBJECTIVE

A secretarial position of responsibility

RELATED WORK EXPERIENCE

Secretary in automobile dealership. Handled computers, customer relations, and all secretarial duties. June to September, 1984-1985.

Treasurer of Associated Students, responsible for posting receipts, warrants and totals. Prepared monthly financial statement. Business manager of yearbook handling billing and collections. School newspaper Editor-in-Chief responsible for organization, assignment, lay-out, editing and printing. Concessions manager responsible for buying, selling, pricing and personnel. Library assistant for two years involving typing, filing, and book preparation.

OTHER WORK EXPERIENCE

Present-member of maintenance crew for auto dealership, 10 hours a week. Periodic custodial position at local bank and implement store.

SPECIAL SKILLS AND TALENTS

Type 60 w.p.m. accurately. Operate IBM Data Processor with *WordPerfect* program. Program computers with BASIC language. Completed classes in Accounting, Economics, Business Law, Business Math, and Business English.

EDUCATION

Graduate of Manson High School, June 199_ with a 3.957 GPA. I plan to attend the University of Washington and major in Business Administration.

SPECIAL HONORS AND AWARDS

Valedictorian of high school class. National Honor Society Officer, State Principals' Scholar Award, Distinguished Scholar Award-WSU, Captain of Knowledge Bowl Team, "B" League Scholar-Athlete Award, Masonic Outstanding Achievement Award, and Church Outstanding Layperson of the Month Award.

PERSONAL DATA

Born July 10, 1971. Excellent health; enjoy volleyball, softball, snowmobiling, and church work. Served two years as children's Sunday School teacher and in areas of responsibility on youth council.

**PRIMARY AIMS
AND ASSETS**

To increase knowledge of the world of business and gain new skills and understanding as a result of employment responsibility. Exercise initiative and self control...am conscientious, efficient, and willing to accept a high level of responsibility.

REERENCES

Furnished upon request.

WHITNEY SMITH

245 Oak Street
Wenatchee, Washington 98801
(509) 999-9999

Birthdate: 7/10/71
S.S. No. : 447-84-4567

OBJECTIVE

Position where typing skills, a strong sense of responsibility, accuracy in handling detail, energy, and a cheerful outlook will be assets.

RELATED EXPERINCE

Responsible for initial impression both in person and on the telephone for insurance agency. Handled all secretarial tasks including computer/word processor.

As ASB Treasurer/Bookkeeper, recorded transactions, approved school checks and requisitions, and presented monthly report to the School Board. 9/86 - 5/87.

SPECIAL TRAINING

Computer literate: Maximum experience on IBM PC and Apple, introduced to Epson and Zenith. Type 60 wpm, proficient with adding machine, cash register, and dictaphone. Background in business law, marketing, small business operations, journalism, advertising and bookkeeping.

EDUCATION

Wenatchee Valley College Business Administrative Program. 1986-87. Wenatchee High School, Wenatchee, WA., General Education Diploma, 1987.

Member of National Honor Society.

EMPLOYMENT

Executive secretary at Ryan & Travis Insurance, Inc., Waterville, Washington. Involves filing, intensive typing from dictaphone, and straight copy, some bookkeeping, filling out claim forms, and contact with public. In charge of Hail and Fire Insurance Division. 5/87 to present.

While attending college, employed as an evening waitress at JB's Big Boy Restaurant, Wenatchee, WA. Involved serving the public, adding tickets, and operating cash register. 7/86-7/88

Summer employment as a cherry sorter at Eastern Fruit Company, East Wenatchee, WA. 6/86-7/86; 6-87-7/87.

PERSONAL DATA

Assumed high school leadership roles as ASB Treasurer, Varsity Cheerleader, Class Officer, Annual Copy Editor, Service Society Member, and Manager of Schol Lunch Room Program.

Coordinated advertising and ticket sales for community dance.

**PRIMARY AIMS
AND ASSETS**

Aiming for employment with growth, and an opportunity to use my organization skills.

REFERENCES

References will be furnished upon request

The Cover Letter

A cover letter always accompanies a resume. Its purpose is to interest the employer in reading your resume. A cover letter often serves as a letter of application.

Cover letters/letters of application will vary considerably depending on the circumstances in which they are used.

Basic rules for these letters:

1. Type each letter individually.
2. Address each employer by name and title.
3. Attract the reader's attention in the first twenty words.
4. Devote the center of your letter to brief facts about your experience and accomplishments that will arouse the employer's curiosity.
5. Make your sale in terms of what you can do for the company/employer.
6. With local firms, suggest you will call for an interview.
7. Use simple, direct language and extreme care in sentence structure, spelling and punctuation.
8. Type neatly, using a good grade of letter-size white bond paper.
9. Keep it short. Your letter summarizes what you have to offer and acts as an introduction to your resume.
10. When serving as a letter of application, your letter should state exactly the kind of position you are seeking and why you are applying to this particular firm.
11. Let your letter reflect your personality.

Box 425
Kodiak, Alaska
February 6, 199_

Mr. Albert Wilson
Personnel Director
ABC Airlines
P.O. Box 66100
Chicago, Il 89890

Dear Mr. Wilson,

Isn't there a similarity between a crew foreman on a fishing boat and an airline flight attendant on a 747? Both require the quick, competent handling of people in a variety of situations and both require alert response in an emergency.

I am interested in obtaining a position with ABC Airlines as a flight attendant. I have already proven my capabilities on the water; I would like to prove them in the air.

My qualifications brief noting my experience and background is enclosed. I will be in the city during the week of February 14-21 and could meet with you at your convenience.

Sincerely,

David R. Brown

123 Mercer Street
Leavenworth, WA 98826
(509) 548-9999

Mr. Robert Burke
Attorney At Law
234 Main Street
Leavenworth, WA 98826

Dear Mr. Burke,

I am currently seeking a position as a secretary/receptionist for the summer months. I have extensive background in secretarial science which includes typing 60 w.p.m. accurately, using a word processor, customer relations, filing, and bookkeeping. My main experience has been full-time summer work in the business office of James Anderson Motors.

I can assume a full-time position or I am willing to work as a "Girl Friday" substitute for those on vacation. I learn rapidly and would consider it an opportunity to be exposed to new business situations.

I have enclosed a resume for your information and will be calling your office to learn if any such position is available.

Sincerely yours,

Karla Anderson

The Interview

You have been granted an interview!*

Be prepared by:

...having ready (your file) any papers that might be required, i.e., school transcripts, birth certificates, Social Security Number, an extra resume, employment records, samples of your work, etc..

...reviewing your Handbook. Know what kind of work you want, what you have done, what you know, and why you should be hired.

...knowing why you want to work for this firm. Do your homework. Learn all you possibly can about the company and its business.

...having names and addresses of references; persons you have previously contacted.

...having letters of recommendation.

...being on time!

...being natural, friendly, pleasant and businesslike.

...being neat and well groomed.

...stating a "realistic" salary you would like to receive, but only after the employer has introduced the subject.

*Tip: Read Getting Hired by Edward J. Rogers, Prentice Hall, 1982. A good reference for getting hired".

*Tip #2: Memorize What Color is Your Parachute by Richard Bolles.

If the employer does not indicate when a further contact will be made, ask when you may call to learn of his decision.

If the employer indicated you are to call or return for another interview, make a written note of time, date and place.

Thank the employer for the interview. If it is indicated that you will not be hired, ask for suggestions of others you might contact.

Always follow the interview with a thank you letter, regardless of the outcome of the interview.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW:

This is a sampling of interview questions as reported by 92 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

1. What are your future vocational plans?
2. In what school activities did you participate? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. What jobs have you held? How were they obtained and why did you leave?
6. What courses did you like best? Least? Why?
7. Do you feel that you have received a good general training?
8. What extracurricular offices have you held?
9. How did you rank in your graduating class in high school? Where will you probably rank in college?
10. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
11. What personal characteristics are necessary for success in your chosen field?
12. Why do you think you would like this particular type of job?
13. Do you prefer working with others or by yourself?
14. What kind of boss do you prefer?
15. Can you take instructions without feeling upset?
16. What have you learned from some of the jobs that you have held?
17. Do you feel you have done the best scholastic work of which you are capable?
18. Have you ever had any difficulty getting along with fellow students and faculty?
19. What kind of work interests you?
20. What is your major weakness?
21. What types of books have you read?
22. What are your own special abilities?
23. Do you think grades should be considered by employers?
Why or why not?

ANOTHER OPINION

According to James Challenger, president of the outplacement firm of Challenger, Gray and Christmas, each job applicant should be prepared to respond to the following five inquiries:

1. Why are you interested in us?
2. Tell me about your current and previous employers.
3. Tell me about your strengths and weaknesses.
4. What are the best and worst aspects of your present job?
5. Tell me something about yourself.¹

IF YOU WILL TAKE THE TIME NECESSARY TO WRITE OUT BRIEF ANSWERS TO EACH OF THESE QUESTIONS, IT WILL HELP YOU TO CLARIFY YOUR OWN THINKING AND ESTABLISH READY ANSWERS.

¹"Amazing But True", Savvy, September, 1984, p.18.

Meeting College Costs

Some of the best things in life may be free...College is not one of them. But...don't decide you cannot attend a special college or enter a program of real interest to you because of cost.

The key is to **STUDY THE OPPORTUNITIES, PLAN AHEAD, and APPLY EARLY!**

Financial aid is helpful for meeting college costs. These expenses can be tuition, books, fees, or room and board and personal expenses.

Financial aid is the perfect example of the old axiom, "THE EARLY BIRD GETS THE WORM".

As the following chart indicates, there are many sources of financial aid. No matter the circumstances, with very few exceptions, there is something for everyone in the way of financial assistance for college.

Be a serious prospector for this "college gold". It is available in the form of grants, scholarships, educational loans and awards for special talents and characteristics.

There are many maps to the gold fields; be sure your map is new as the rules, laws, and opportunities are constantly changing. One of the best and most complete is Don't Miss Out, The Ambitious Student's Guide to Scholarships and Loans, updated, by Robert Leider. Send \$2.50 to Octameron Associates, P.O. Box 3437, Alexandria, VA 22302. To stay current subscribe to Octameron's Update Service; when things change, they will let you know, \$1.00.

Also, waiting at the library or in your career center:

The College Cost Book: College Board, Box 886, New York, NY 10101

College Money Handbook: The Complete Guide To Expenses, Scholarships, Loans, Jobs, And Special Aid Programs At Four-Year Colleges Peterson's Guides, P.O. Box 2123, Princeton, NJ 08540

Your Own Financial Aid Factory: Peterson's Guides

Need A Lift? To Educational Opportunities, Careers, Loans, Scholarships, Employment American Legion, P.O. Box 1055, Indianapolis, IN 46206

How To Beat The High Cost Of Learning. The Complete And Up-To-Date Guide To Student Financial Aid, by Leo L. Kronfeld, Connie McClung Siegel and William Laird Siegel. Rawson, Wade, New York

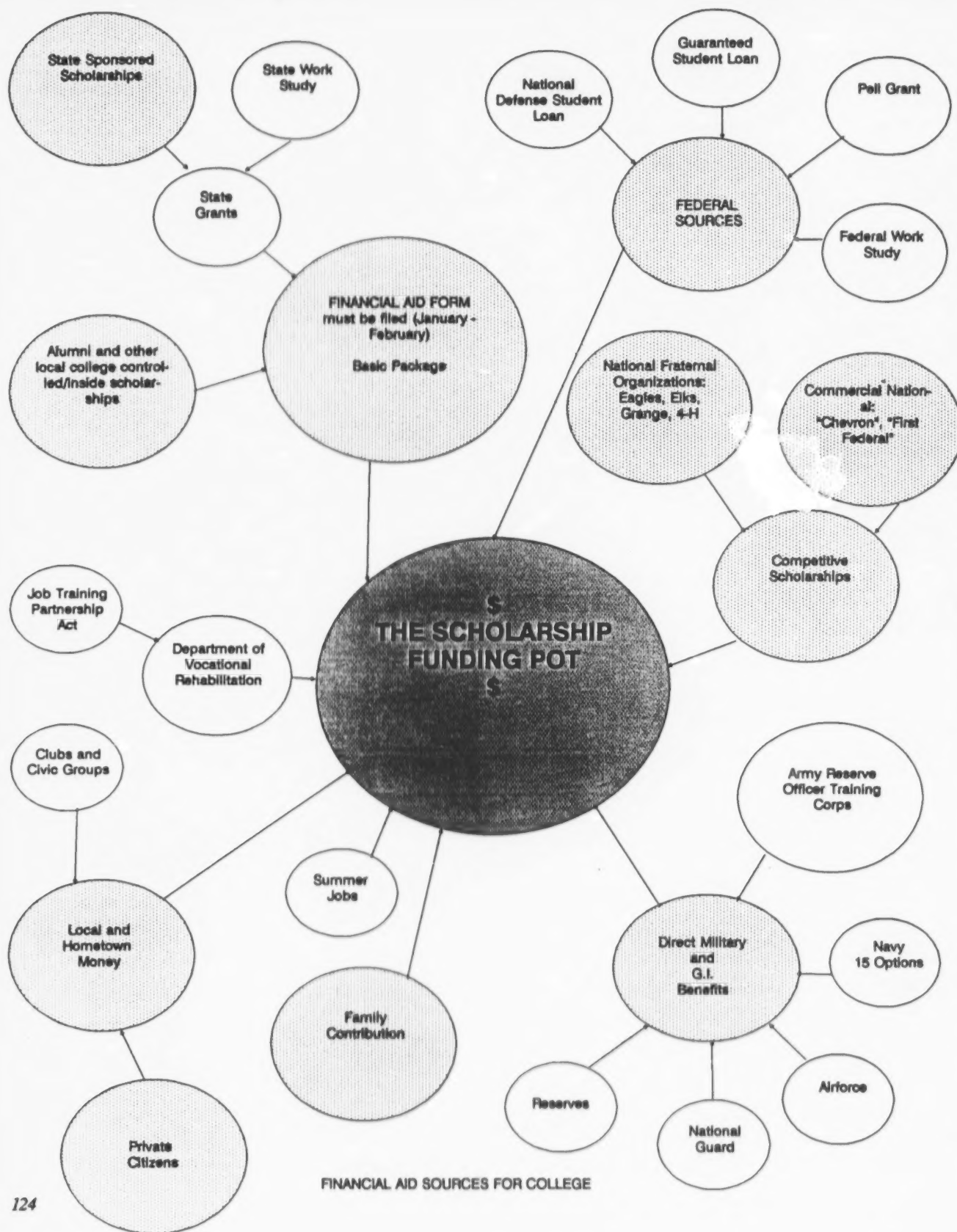
Mortgaged Futures. How To Graduate From School Without Going Broke, by Marguerite J. Dennis. Hope Press, 1986, P.O. Box 40611, Washington, D.C. 20016-0611, \$9.95

Note: All of these sources list sources!

Tip for parents:

There are many creative ways of financing a child's education, preferably, "early on". Ask your banker, investment counselor, or accountant for advice and information on such items as single premium insurance, interest-free loans, discounted municipal bonds, zero-coupon bonds, and line-of-credit plans. Each plan must be suited to the particular circumstances of the family.

Understand your situation, research the opportunities, study all materials available, consult the experts, and **PLAN AHEAD!**



FINANCIAL AID SOURCES FOR COLLEGE

College Co-Op Programs

Another "something to know about to help defray college costs" is the college cooperative program. In this program students alternate periods of study with periods of work in their field of study. Usually, the freshman year is spent in regular, full-time, on-campus study. Later, the work period alternates as full time study and full time work, arranged, for example, on a quarter or semester basis, or it can be "parallel" in which the work and study run "parallel" or simultaneously in the same day. Students are often paired so that the job is covered full time during the year.

In many degree programs, adding the cooperative education increases the time required to earn the degree by one year. During these college years, the student has acquired two years of relevant on-the-job experience with pay.

A free list of colleges offering co-op programs may be obtained from the National Commission for Co-Operative Education, 360 Huntington Avenue, Boston, MA 02115.

A good reference source: Earn and Learn: Cooperative Education Opportunities Offered by The Federal Government, Octameron Associates, Inc., P.O. Box 3437, Alexandria, VA 22302, \$1.75.

JOB PROSPECTS

It is predicted that your chosen career will be in demand? Could you adapt your skills and interests to fit a futuristic career, or do you want to be the very best in whatever you really want to do and plan that there is always room at the top?

Constantly search for up-to-date information on career opportunities, salaries, educational requirements, etc.

MAKE THE REFERENCE LIBRARIAN YOUR GOOD FRIEND!

Occupational trends are constantly being researched. The following 20 occupations have the highest projected growth rates according to the Bureau of Labor Statistics:

- ☐ Legal assistants
- ☐ Medical assistants
- ☐ Physical therapists
- ☐ Physical and corrective therapy assistants and aides
- ☐ Data processing equipment repairers
- ☐ Homemaker - home health aides
- ☐ Podiatrists
- ☐ Computer systems analysts
- ☐ Radiologic technologists and technicians
- ☐ Dental hygienists
- ☐ Dental assistants
- ☐ Physician assistants
- ☐ Operations research analysts
- ☐ Occupational therapists
- ☐ Peripheral electronic data processing equipment operators
- ☐ Data entry keyers, composing
- ☐ Optometrists¹

¹Kutscher, Ronald E., "An Overview of the Year 2000." Occupational Outlook Quarterly, Spring, 1988, p. 9.

Many of these occupations are relatively small, employing fewer than 50,000 people. Such small occupations cannot provide large numbers of new jobs even if they are growing rapidly. In terms of numbers of new jobs, therefore, a very different list emerges. Just 37 of the 500 occupations analyzed will account for about one-half of all job growth between 1984 and 1995. About one-fourth of the occupations generally require a college degree, roughly the same proportion found among all jobs in the economy. Besides growth, many of these large occupations will offer numerous replacement jobs.

The following 37 occupations have the largest projected employment growth according to the Bureau of Labor Statistics:

- ☐ Cashiers
- ☐ Registered nurses
- ☐ Janitors and cleaners, including maids and household cleaners
- ☐ Truck drivers
- ☐ Waiters and waitresses
- ☐ Wholesale trade sales workers
- ☐ Nursing aides, orderlies, and attendants
- ☐ Sales workers, retail
- ☐ Accountants and auditors
- ☐ Teachers, kindergarten and elementary
- ☐ Secretaries
- ☐ Computer programmers
- ☐ General office clerks
- ☐ Food preparation workers, excluding fast food
- ☐ Food preparation, fast food
- ☐ Computer systems analysts, electronic data processing
- ☐ Electrical and electronics engineers
- ☐ Electrical and electronics technicians and technologists
- ☐ Guards
- ☐ Automotive and motorcycle mechanics
- ☐ Lawyers
- ☐ Cosmetologists and related workers
- ☐ Cooks, restaurant

- ☐ Maintenance repairers, general utility
- ☐ Bookkeeping, accounting and auditing clerks
- ☐ Bartenders
- ☐ Computer operators, excluding peripheral equipment
- ☐ Physicians and surgeons
- ☐ Licensed practical nurses
- ☐ Carpenters
- ☐ Switchboard operators
- ☐ Food service and lodging managers
- ☐ Electricians
- ☐ Teacher aides and educational assistants
- ☐ Blue-collar worker supervisors
- ☐ Receptionists and information clerks
- ☐ Mechanical engineers¹

A good reference source is "The Job Outlook In Brief," published in the Spring, 1988 issue of Occupational Outlook Quarterly. This material is "briefed" from the research done for the Occupational Outlook Handbook, which contains information on about 500 occupations. Remember, you will find the handbook in your library or career center or buy it from the U.S. Government Printing Office, Washington, D.C. 20402.

¹Baxter, Neale. "New Projections to 1995," Occupational Outlook Quarterly, Spring, 1986, p. 34.

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